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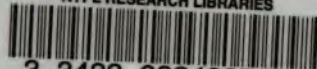
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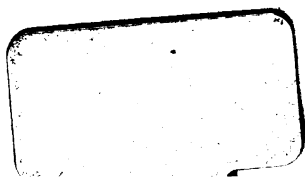


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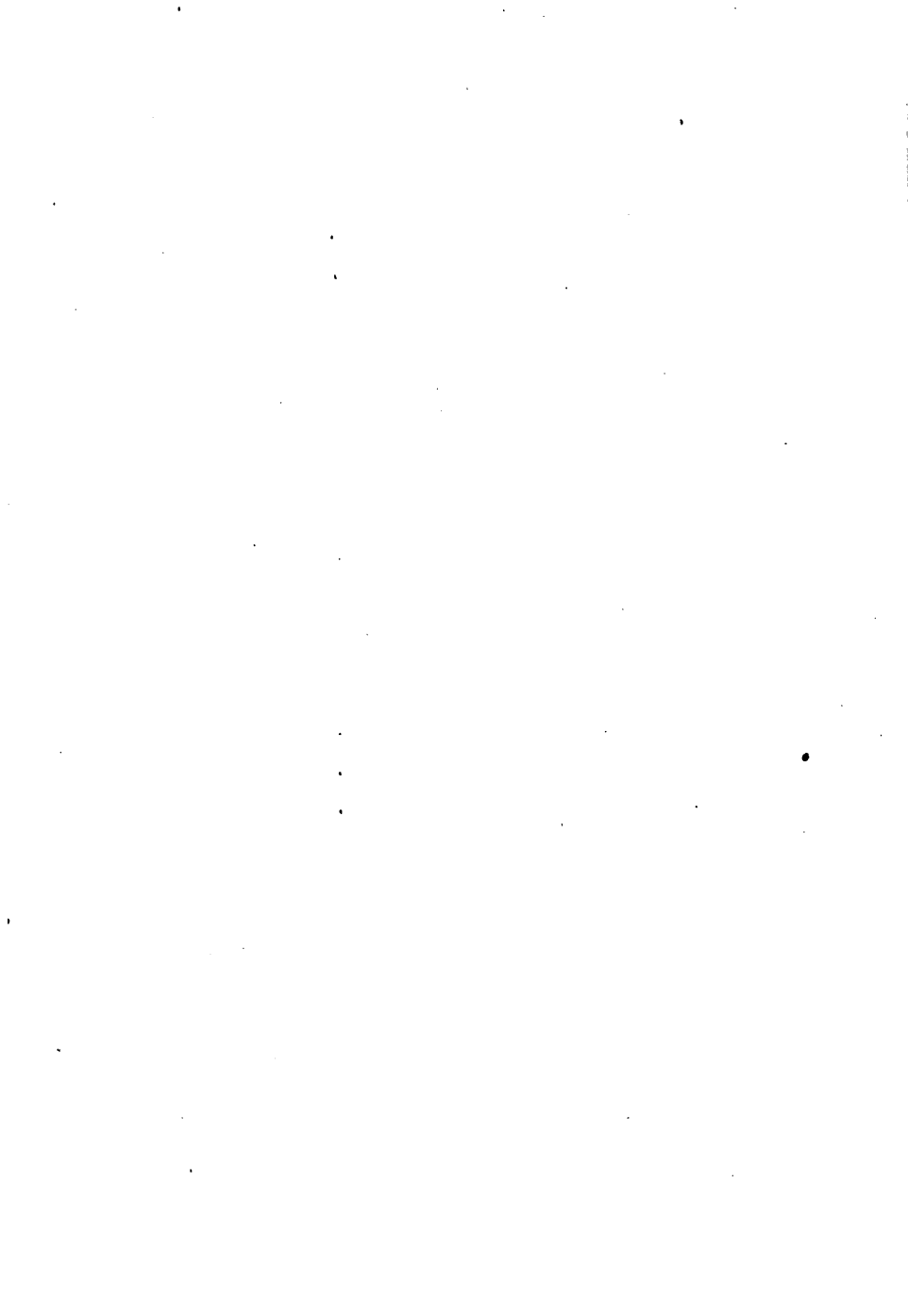
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COURSE OF STUDY

IN

# History and Literature

WITH  


SUGGESTIONS AND DIRECTIONS

BY

EMILY J. RICE,

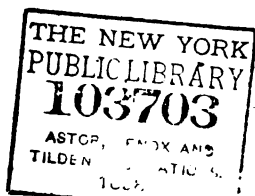
TEACHER OF HISTORY AND LITERATURE IN CHICAGO  
NORMAL SCHOOL.

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## PREFACE.

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The conviction is steadily gaining ground that education must deal primarily with the relations of the pupil to his environment in nature and to the community life of which he finds himself a part. History and literature explain the social life. They form a necessary means in every grade of schoolwork to the end that the individual may understand his place in the home, the school and the larger social organism. The demand for work in these subjects in the lower grades, as well as in the higher ones, makes it necessary that teachers should adjust themselves to new conditions.

To select material suitable for each stage of experience, and adapt that material to present needs, to make the work of the pupils grow out of their immediate interests, is possible only by a careful study both of child life and of the resources furnished by the treasures of the past.

The basis of the work must be the strongest interests of the individual at each period of his life. The social life that the little children understand is that of the home. For the earliest lessons, shelter, food and clothing seem to be the best topics. Gradually, the circle of experience widens, taking in the immediate neighborhood, with the occupations of the people and their ideas. The industries and inventions in farming, trade, and commerce are then important subjects. In the highest grades, political institutions begin to attract attention—the idea of country and the interests of the world in general. Present conditions—our own time, our own country—must always be the starting point, and the past furnishes contrast and comparison.

The aim of this book is to help teachers to meet the new demand that history and literature become a vital part of our courses of study, from the lowest primary to the High School—not an addition to reading and writing for occasional variety, but a necessary basis for reading and writing.

The outlines were prepared as an aid to the professional training class of the Chicago Normal School in their actual work with the children of the practice school.

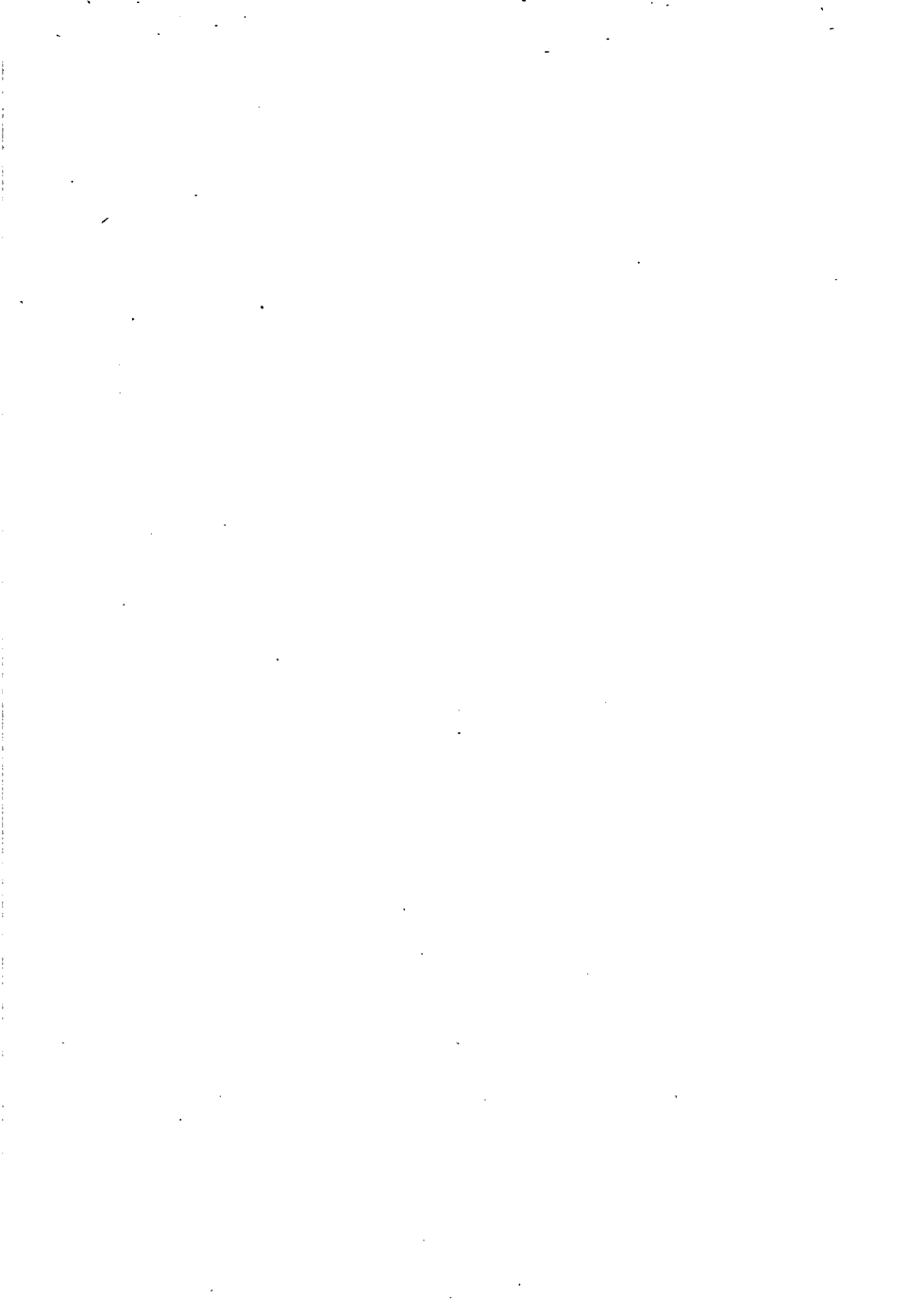
The article on Methods of Teaching History is reprinted from the *Educational Review* for September, 1896.

*March 8, 1898.*

EMILY J. RICE,

CHICAGO NORMAL SCHOOL.





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## History in Common Schools.

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The subject of history has a recognized place in our common schools and probably we all agree as to its importance there. In these days, when we hear so much about the "Perils of the Republic," and when these perils are so evident that they are pressed upon the attention of all thoughtful people, every one must admit that the youth of our land ought to be taught something about the nature of our institutions, their origin and growth. Good citizenship demands a knowledge of American history. This is, I believe, the underlying motive of most of the teaching of history in our public schools and it is, no doubt, a worthy motive. But, while we are all agreed so far, just what sort of history teaching will help to develop the good citizen, and just how large a place in our course of study history must have in order that it may be effective, are questions not so well settled, and, if we desire to use this subject for the prevention of evil in our country's future, they are very important questions.

The character of the nation is no higher than the average character of the individuals that com-

pose it. Therefore, to make the nation good, the schools must reach the character of the pupils. They must cultivate self-control, intelligence and sympathy for others. They must make the individual willing to subordinate personal interests to the general good. For this great work we have only two means at our command. These are the personal influence of the teacher's life over the pupils, and the subjects of study. The subjects of study relate to nature and to humanity. All study is a search for the laws of life, and all our development must be gained from the world of things and from the world of folks. To know the truth in reference to nature and man is to be an intelligent being. The study of things gives us the laws of matter; the study of folks, the laws of spirit. Knowledge of material science fits us to our environments in a material order; knowledge of human beings fits us to live in society,—to fulfill our obligations to those around us. We must study human nature in order to understand ourselves and others. History is the study of human nature; it is the study of motives, of the influence of motives upon actions and of actions upon civilization. The trees and the flowers, the sky and the stars minister to our growth. Certainly the kindly action and the noble deed are

equally potent forces. Mr. Harris says, "The Kindergarten does well when it teaches the gifts and occupations, for it deals with the world of means and instrumentalities and helps the child to the conquest of nature. It does better with the plays and games because these are thoroughly humane in their nature, and they offer to the child, in a symbolic form, the treasures of experience of the race in solving the problems of life. They make children wise without the conceit of wisdom." The natural science lesson does for the primary school what the gifts and occupations do for the Kindergarten, and the history and literature answer to the plays and games. We study human nature at home and on the street, but in history we study it to better advantage, because in it we see our own motives laid bare and our own actions at such a distance that we can give them their true value. The element of personal feeling is eliminated from our conclusions. Outside of school the child is as likely to imitate the bad as the good in the conduct of others; he may not be so fortunate as to have wise help in forming his judgments, and effects of action are not always easily seen. In school the teacher has the opportunity to lead her pupils to see the relation of motives to actions and of the character of actions to results

upon the world. Ideals of nobility may be held constantly before them for imitation. As the child has things all around him, yet needs proper training in observing and reasoning about them in order that he may become a natural scientist, so, while people are his constant companions, he needs to be guided in his judgment of their relations in the political, social and moral world in order that he may become a wise citizen of our land.

Then to know people is to broaden our sympathies towards them. The low type of humanity sees nothing beyond a narrow circle. The highest type takes the whole world into its sympathies. Go back to Revolutionary times and see how the difficulty of traveling kept people from knowing each other. "It was not simply free Massachusetts and slave-holding South Carolina, or English Connecticut and Dutch New York, that misunderstood and ridiculed each the other; but even between such neighboring states as Connecticut and Massachusetts, both of them thoroughly English and Puritan, and in all their social conditions almost exactly alike, it used often to be said that there was no love lost," says Fiske. The influence of the railroad in bringing about friendly relations among people can hardly be appreciated. Sectional lines always hinder the spirit of

brotherly kindness and are a relic of barbarism. To teach the habit of looking at great questions through the eyes of others as well as through one's own is to do away with bigotry and create an era of good feeling. It is just this sympathy that we need in our national life. The principle of "Each for all and all for each" applied to actual experience would give us security and peace. Intelligence and benevolence are the needs of our nation and of the world. Benevolence is the end toward which we should develop character. To know and to give—to be the channel through which the truth is carried to others, is the mission of each individual. We study any subject only that we may learn what is right and may be made willing to do the right. It is because it helps to noble living that we should study history.

But it is not enough to use history as an example that we may avoid the errors and profit by the experiences of the past. Advance in historical knowledge has given us broader views than this. "Man" says William von Humboldt, "ever connects on from what lies at hand." Tyler in his "Primitive Culture" adds, "The notion of the continuity of civilization involved in this maxim is no barren philosophic principle, but is at once made practical by the consideration that they who wish to under-



stand their own lives ought to know the stages through which their opinions and habits have become what they are." Max Müller says, "Everyone of us ought to know how we have come to be what we are, so that each generation need not start again from the same point and toil over the same ground, but, profiting by the experience of those who came before, may advance toward higher points and nobler aims." As benevolence is the end toward which we should develop each individual, so humanity is the ultimate toward which the race is tending. We should study history, then, to know what the past has done for us, and what we owe to the future. Our responsibility in our own age is so made clear to us. How can we understand the institutions of our country unless we see them in contrast with institutions of the past? How can we appreciate them unless we know what they have cost? American history should never be taught as an isolated thing, but our courses of study should give an opportunity for some knowledge of the entire history of the world. American history would then seem to the child what it really is, the last link in a long chain of development.

Lastly, this subject is well adapted to two ends, which we all believe our schools should serve,—to

arouse a love for study, a great enthusiasm, and to give a knowledge of how to study. Whatever tastes are formed in childhood will prevail throughout the entire life, and, if a love for study is not formed in early years, probably it will never be fully aroused. Stories from history attract the youngest children, and if we make our method of teaching what it should be, we give our pupils that best of helps, a key to the use of books.

If, then, the study of history is our best means of giving our pupils an intelligent understanding of society and a large interest in it, is it well to confine the work to the seventh and eighth grades? Half the children leave school before they reach these grades. The children of the lowest grades are not too young to begin to learn their relations to those about them, and the beginnings of love of country cannot be implanted too early in life. The story teller may take into account the different periods of mental growth and adapt the teaching to each period. "Tell me a story" is the eager cry of all little children, and many a useful lesson may be given from stories suited to their small circle of experience. This study should begin in the first primary grade and should be continued throughout the entire course. In the first and second grades, the lowest

forms of social life, as the Eskimo and the Indian, and imaginative literature, the myth and fairy story, seem best suited to the child's stage of development. He has little experience and cannot understand complicated forms of life. He could not build the Parthenon or hardly the Egyptian pyramid or a house like the one in which he lives, but he can construct the Eskimo house. He feels in sympathy with primitive life. He lives in a world of wonder to which the myth and fairy story correspond. Myths about winds, stars, animals and flowers are related to the primary natural science lessons, and they keep the child's imagination active, while the science lesson cultivates the observation. In these grades we may also use stories that give simple explanations of our holidays: "Thanksgiving Day," "Washington's Birthday," "Decoration Day," and "Fourth of July." These holidays should be used to give children an idea of country and of relation to other people who have worked for their good. As the little children in the Kindergarten build with their blocks the things they see around them, things that enter into their experience, but are led by their teachers to use the great principles of construction taught by all the ages — strength, balance, proportion — so the older children must begin to

build their knowledge of history from what is happening in our own land under their own observation, but the teacher should guide them by the underlying principles. As the children grow older, we would still avoid complexity in the subjects for their work. In the third grade I have taught the settlement and early history of Chicago. In this we have familiar groundwork; the geography is already taught, which is a very important item, and the pioneer life is easily understood. In the fourth grade other pioneer stories may be used: the Pilgrims and Puritans, John Smith, William Penn, Daniel Boone. We may add stories of biography that illustrate excellence in character and action. In the fifth grade, in our school, the children are studying the geography of the continents. As soon as they have a general view of the structure of North and South America, they should have a simple lesson on their history. Geography and history belong together. Geography is chiefly valuable in helping us to understand what has happened on the earth. There is a close relation between the structure of a country and its history. The study of structure, soil and climate, reveals reasons for what people have accomplished. History lessons help to make the geography interesting, and by omitting needless

details in teaching geography, we may find time for history. Here then may begin the study of the "Period of Discovery and Exploration," the first and most easily understood of those periods into which our history is divided. In the sixth grade, when European geography has been studied, Colonial history is our topic. In the seventh and eighth grades, by this plan, we may easily cover the ground of American history, and have time for Civics, a review of the Constitution of the U. S. and a study of other governments. Meanwhile, beginning with the sixth grade, the children are studying the geography of Asia, Europe and Africa, and should have simple lessons on the nations of the old world. The river valleys where civilization first developed illustrate well the effects of geography upon man's life. I have found in the history of Egypt several interesting topics for seventh grade children. The pyramids illustrate laws of building and oppression in government. The lotus and papyrus as used in ornament, painted and carved on columns, give us the beginnings of art. The vast temple to which none but the king and priests had entrance, the people waiting in the outer courts and seeing in the religious exercises only a mystery, shows that in Egypt only one man was free—that the king

thought for his people. These are lessons that children can understand and they give an appreciation of our own life that comes only by contrast with less favored times. Opportunity for comparison is one of the great advantages of teaching other history than American. It was no hindrance one year to our lessons on the French and Indian War that the children were at the same time studying the geography of India, and some brief history lessons planned in connection with the geography. The story of Lord Clive and the English Conquest of India helped them to comprehend England's projects and Pitt's great work. Church's Stories from the Iliad are not too difficult for sixth and seventh grades, and from them children may see the dawn of public opinion in the world—the beginning of individuality. They realize that the Iliad could not have been written in Egypt. The story of Marathon may well follow the Iliad and in that we have the spirit of liberty strong enough to assert itself against despotism. What better lesson is there for children to learn than that away back in those early days blows were struck for us and the foundations of our freedom were laid? Egypt and Greece may seem farther away from us than France and England. What we owe to them may not be

quite so apparent as our debt to these European forefathers of ours, but we have an inheritance from the remotest past and we are kin to all races and to all peoples. It may be well for us to feel something of this kinship, to know something of the long ages of struggle that have given us our homes, our churches, our schools and our government. Perhaps, thereby, we shall have a great desire to keep the truth of our own age, "to widen the skirt of light and render the circle of darkness narrower." The story of liberty, traced from Greece through the Middle Ages, in English Magna Charta and Simon de Montforts, cannot fail to make us appreciate more thoroughly our American liberty.

If our motive is right, if we really see purpose in our work, then we have a great help to the right method. Believing that our lessons may help to the goodness of our pupils, we shall try to educate the reason and the will together. Our school room furnishes the best possible opportunity to put into practice theories that our lessons have developed. It is a social world in itself and may be a typical republic. The pupils may practice toward each other the virtues of which they learn and, in the self-government of the school room, may be trained not only to the understanding of the republican idea,

but to its actual practice. Surely the truth is of use only as it expresses itself in action; so knowing and doing should never be divorced.

Seeing the continuity of events, the entirety of history, we shall seek for causes and results. No event will stand as an isolated one but related to what has gone before and follows. We shall attach importance not so much to the knowledge of facts as to the knowledge of principles, not so much to the cultivation of memory as to that of the reason.

Believing in the value of enthusiasm, and in the subject of history as fitted to arouse it, we shall be alive in our work. We shall try to make history live, and to place our pupils in the life and movement of the age they are studying.

We cannot reach such results by memory recitation of dead facts from text books. We must seek realities. To realize the past is certainly a difficult thing, but it can be done partially, at least. In the first place, geography is our best friend in teaching history. If we can have clear pictures of the places where events have happened, we have a great means of help to the imagination, as well as a basis for reasoning, because of the wonderful effect that structure has had upon civilization. Geography is the special basis of memory. The close associa-



tion of events and characters with the stages of action has the strongest influence upon recollection. Then there are relics of the past, the architectural ruins of which we may have photographs, armor, weapons and coins. The literary remains of a people take us into the very heart of their life and thought. The works of a people in architecture, art and literature speak to us directly from themselves and are far better than second-hand information. These are the materials from which history is made and which our pupils may use as a basis for their own opinions of people and times. Froude says, "Whenever possible, let us not be told about this man or that. Let us hear the man himself speak, let us see him act, and let us be left to form our own opinions about him." He quotes Bishop Butler as saying, "The best book which could be written would be a book consisting only of premises from which the readers should draw conclusions for themselves." The twelve cent series of historical classics recently published shows that a demand for original material is beginning to be made. We cannot separate geography, art and literature from history. Geography gives us reasons for what people have accomplished, and art and literature are the expression of their highest attainments in civilization. Emerson says,

"Literature is best history." In Whittier and Lowell we breathe the very atmosphere of the patriotism of the Civil War. Who would think of teaching Puritan New England without Longfellow's "Miles Standish," or the French and Indian War without "Evangeline?" If we make literature help history all along the line, we shall find our work more interesting and our pupils' vision of past times much clearer and broader than is otherwise possible.

By the use of illustrative material, many of the lessons in history may be based upon the sense perceptions and give the same sort of mental training as do good natural science lessons. The sense perceptions aid the imagination, the memory and the reason and so history becomes an easy subject, instead of the difficult one it has been in the past, because memory has had all the work to do.

But it is not enough that we make our work vivid. It is essential that we teach events that are in themselves important, or in their relations, for there is a "logic of events." Even if we teach all the battles of the Revolutionary and Civil Wars, so that the movements in each particular one are perfectly understood, we have accomplished very little. The particular battles are of importance only as

they are related to great movements, and the whole plan of action is seen as a unity. We need in our teaching to see things in their relations, to work for wholes and not for petty details. To select the important and to put the emphasis in the right place are difficult tasks. In order to make the right selection of topics and to place them in their true relations, the teacher of American history in our Grammar Schools must be able to travel up and down the long line of man's development. To some of us it may seem difficult to teach of ancient countries or countries far away from our own, but no history is more difficult than that of these United States. Life was comparatively simple in early times. John Fiske says, "Our country affords an admirable field for the study of the general principles which lie at the foundation of universal history," and the *Nation* adds, "and that for the obvious reasons that we live under a government, which, in the complexity of its organism, is the most specialized of any on the globe. To explain the genesis of this specialization, the student must learn how to trace its descent from that oldest of political cells, the clan of our savage ancestors." It is just this tracing of things back to their sources that is necessary in teaching each period of our history.

In the first period, that of discovery and exploration, how can we make that great fifteenth century real to the children? how show them what heroism that marvelous voyage of Columbus on an unknown ocean cost? Let them first learn how little geographical knowledge the people of that time possessed, and how slowly that knowledge had been gained. Compare a map of the world in the time of Homer with one in the time of Herodotus, and that with Ptolemy's map, which was used in Columbus' time. Plato said, "God made the world in the form of a globe," and Aristotle held the same opinion. The Greeks gave their theory to the Romans, and when learning revived in Mediæval Europe the idea became familiar to the scholars of that age. Maps and quotations from the writings of early geographers and travelers are the materials for our study. A belief that the earth is a sphere, gained from the ancients, had much to do with attempts to reach India by sea, and it was the effort to reach India by sea that led to the discovery of America. The stories of wonder and marvel brought back to Europe by the Crusaders caused commercial relations between the East and the West, and led to the travels of such men as Marco Polo, in whose wonderful book the children are easily interested. So

we find the story of the Crusades necessary to our lessons at this time. Finally, the breaking up of lines of trade by the Mohammedans made a new route to India very important to the Mediterranean cities. The revival of learning gave an impulse to invention, and advances in the art of navigation made the voyage across the ocean possible. The preliminary study necessary to understand the age of Columbus carries us, we find, back to Greece, and implies some knowledge of great events in Mediæval history. It illustrates the necessity for seeking the causes of events, and shows the material which may be used to give the work vividness and reality. So each period of our history has its roots far back into the past.

Take the second period—Colonial history. When we look at a historical map of that period, we see that Spain occupied all the southeastern portion of North America, England the Atlantic slope and France the northeastern and central portions. We know that Spain was for a hundred years the only possessor of the country. She was a magnificent explorer. She opened up the continent, the immense advantage of which, for the planting of civilization, was not understood for many years. Our first question must be, why was England the only country to

gain permanent possession of the continent ? Leave this question with the pupils and see if, after the study of English and French colonization, they will be able to answer it. It may help to a more thoughtful study, to notice which country builded for the future. To answer it, we must seek to learn the condition of the country making the settlement and the cause of each colony. This implies, as in the previous period, a knowledge of European history. Compare the English and the French. The English had worked out local self-government to a greater extent than any other nation of modern times and the French had a despotism. The English came to this country to found homes where their ideas of liberty might be perpetuated, the French for the fur trade and the conversion of the Indians. Watch the effect of these different purposes as we study each colony. Next in importance upon the history of a colony, after the cause of its settlement, is the character of the colonists. What in character is necessary for the success of a colony ? The colonists must be men of industrious habits, willing to work, and men of family life with homes for which to provide, and lastly they must not be men seeking gold where there is none, but with expectations corresponding to the possibilities of the country. The first colonists

of Virginia were not of this sort, and the colony would have been a failure except for the energy of a few men who helped them to overcome these initial difficulties. This reasoning helps children to see how faults in their own character hinder them from making strong men and women. We must keep ever before our own minds, the thought that more valuable than any knowledge of facts is the lesson that our pupils apply to their own lives. The third point of importance is the geography of the country settled. Compare Virginia and New England in this respect. Virginia has a rich soil, noble rivers and a genial climate, New England a soil generally thin and poor, vast forests, water power, harbors and extremes in climate. The results are, the tobacco industry of Virginia and the variety of occupations of New England. Perhaps no other community was ever so much influenced by any one staple product as was Virginia. Tobacco led to direct trade with England, no manufacturing and no cities, and created a demand for slavery which had a great influence upon social life. Notice the isolated plantations, the aristocratic institutions, the want of free schools. In New England, the hard soil drove the people to manufacturing, and the harbors to trade and ship-building. People settled in villages, trade

developed and cities were the result. There was no demand for slavery. The settlement in villages instead of the isolated plantation led to the Town Meeting system in government, and the influence of this system is very important. The problem of civilization has been how to develop centralization and retain liberty. The fault of Oriental civilizations was, that in getting centralization, they destroyed freedom. Greece understood local self-government but did not understand union. The result was her destruction. The Town Meeting principle and representative government are at the root of our local self government, our inheritance from our Teutonic ancestors. Every child should understand the importance of local self-government as one great principle of our political life. The study of the Constitution will show that the principle of centralization is equally strong in our government, and the two together are our "Union and Liberty."

If we compare the French and English in North America, we see equally well the results of the cause of colonization, the character of the colonists and the geography of the country settled. The French took advantage of that entrance into the very heart of the country furnished by the Great Lakes, and so gained vastly over the English in extent of territory.



But in previous political training, and in the numbers that sought the new world for founding homes, in social and political institutions, the English had the advantage. In the conflict between the French and English for the possession of North America, we see the two forces, centralization and local self-government, arrayed against each other. John Fiske says, "When Wolfe conquered Montcalm on the heights of Quebec, we have marked the greatest turning point in modern history yet discovered." Montcalm fought for the "Old Regime" in France, Wolfe for English liberty. The new world was to cherish freedom for its great future work.

This study of Colonial history prepares the way for an understanding of the great work of the Federal Convention. After the Revolutionary War, our great danger was that the principle of local self-government, so well understood by our colonists, would prevail to such an extent that we should be thirteen little independent states no better united than the republics of Greece were. It was the binding together of these states, leaving them their local freedom, that makes our Constitution what Fiske calls it: "The Iliad, the Parthenon, the Fifth Symphony of Constitutions." To see the value of union is to explain why men were willing to sacrifice life in the Civil War, for the sake of "Our Union."

It is these underlying principles of our history that we ought to teach and not the details—the dates and events. Nothing but training in political principles will give us a class of citizens in the future who will appreciate the value of our institutions, and will be willing to defend them, if need be, with their lives.

American history shows that no nation ever wrought for itself alone. Our nation is what it is because other nations have done their work. That knowledge of history that does not embrace all human experience is very limited indeed. Patriotism is not restricted to one's own state, or even country. It is as broad as the race, embraces all humanity, and any idea narrower than this is not worthy the name. Let us teach children not to be partisan—loyal to party—but loyal to conviction; not to be loyal to country only, but to that ideal of country which is based upon the principles of justice and love.

“It is the soul only that is national,  
And he who pays true loyalty to that  
Alone can claim the wreath of patriotism.”—*Lowell*.

There are evils threatening our age which demand that we train the children to love honesty and nobility, in order that they may purify and

elevate the public life. How can we do this better than by teaching history? Froude says, "We learn in it to sympathize with what is great and good; we learn to hate what is base. In the anomalies of fortune we feel the mystery of our mortal existence; and in the companionship of the illustrious natures who have shaped the fortunes of the world, we escape from the littlenesses which cling to the round of common life, and our minds are tuned in a higher and nobler key." . . . "It is a voice forever sounding across the centuries the laws of right and wrong." The true teaching of this subject holds before our pupils ideals of noble living. It admonishes them to have high aims and to be true to those aims. It makes them intelligent in their patriotism and noble in their lives.

## First Grade.

### I. REPRODUCTION OF INDUSTRIES OF OUR OWN TIME.

By means of sand, twigs, paper cutting, clay, painting and drawing, children will imitate the industrial life that comes within the range of their experience. This work calls for invention and imitation, and forms a link between the kindergarten play and the study of primitive industries.

#### 1. FOOD.

ACCORDING TO SEASON OF YEAR AND LOCATION CONSIDER THE FOLLOWING TOPICS: (a) Farm life, with ploughing, harrowing, sowing of seeds, weeding, harvesting, threshing, storing; (b) Mills for grinding the grain; (c) Modes of transportation—railroads—elevators; (d) Distribution: buying and selling; Markets; Groceries.

#### 2. CLOTHING.

TOPICS: (a) How materials are produced; (b) Weaving and making of looms; Factories; (c) Making of clothing.

#### 3. SHELTER.

CONSTRUCTION OF MODELS OF HOUSES AND VILLAGES AND ARTICLES OF FURNITURE.

TOPICS: (a) Kinds of materials used; (b) Different kinds of work to be done and number of workmen; (c) Furniture; (d) Decoration; (e) Heat; (f) Light; (g) Utensils; (h) Dishes.

#### 4. STORIES AND POEMS.

- a. Peter, Paul and Espen, a Norwegian Fairy Tale. Norse Stories. Gudrun Thorne-Thomsen.
- b. The Village Blacksmith. Longfellow.
- c. Oeyvind and Margit. Björnsterne Bjørnsen. (Child Life in Prose. Whittier.)
- d. How the Crickets Brought Good Fortune. From the French, by P. J. Stahl. (Child Life in Prose. Whittier.)
- e. The Walnut Tree that Wanted to Bear Tulips. Wiltse. (Stories for Kindergartens and Primary Schools.)

## COURSE OF STUDY

- f. Grandma Kaoline's Story. Wiltse. (Stories for Kindergartens and Primary Schools.)
  - g. The Porcelain Stove. Ouida. (The Story Hour. Kate Douglas Wiggin and Nora Smith.)
  - h. When I Was a Little Girl. Kate Douglas Wiggin. (The Story Hour.)
  - i. Work. Mary N. Prescott.
  - j. Little Brown Hands. M. H. Krout.
  - k. Prometheus. Cooke's Nature Myths and Stories.
  - l. The Secret of Fire. Cooke's Nature Myths and Stories.
  - m. The Little Red Hen. Appleton's First Reader.
  - n. The Legend of Jubal. George Eliot. (Adapted.)
  - o. Farm-yard Song. J. T. Trowbridge. (Whittier's Child Life.)
  - p. The Water-Mill. (Whittier's Child Life.)
5. SONGS.
- a. Spin, Lassie, Spin. Reinecke.
  - b. The Tailor.
  - c. The Farmer.
  - d. The Woodman.
  - e. The Shoemaker.
  - f. The Merry Workers.
  - g. Morning Song.
  - h. Alice's Supper.
  - i. The Blacksmith.
  - j. The Carpenter.
  - k. Busy Carpenters.
  - l. Song of the Sewing Machine.
  - m. The Blacksmith's Song.
  - n. The Lamplighter.
  - o. The Lamplighter. Eleanor Smith.
- } Songs for Little Children.  
Part II. Eleanor Smith.
- } Songs for Little Children.  
Part I. Eleanor Smith.
- } Song Stories  
for Kindergarten, by  
Mildred and Patty Hill.

## II. INDUSTRIES OF PRIMITIVE PEOPLE.

- 1. THE WIGWAM: A HOUSE WITHOUT PROPER ROOF AND VERY EASILY CONSTRUCTED.
  - a. Story of Hiawatha's Childhood.
  - b. Building of model of Hiawatha's house. Construct on a definite scale.
  - c. Tools used by the Indians.
  - d. Furniture of the house.

2. **FOOD OF THE INDIANS.**
  - a. Where found.
  - b. Story of Hiawatha's bow and arrows.
  - c. Story of Mondamin.
  - d. Dishes of Hiawatha's time.
  - e. Making of pottery.
  - f. Story of Shingebis, the Diver.
3. **CLOTHING OF THE INDIANS.**
  - a. How obtained.
  - b. Implements used.
  - c. Weaving and making of loom.
  - d. Making clothing.
4. **TRAVELING.**
  - a. Story of Hiawatha's canoe.
  - b. Making of model canoe.
  - c. Story of Pearlfeather.
5. **PICTURE WRITING.**

**BOOKS OF REFERENCE:—**

1. *Wood's Natural History of Man.*
  2. *Schoolcraft's Inquiry into the Condition and Prospects of the North American Indian.*
  3. *Houses and House Life of the Indians.* Morgan.
  4. *The Red Man and the White Man.* Ellis.
  5. *Discovery of America.* Fiske. Vol. I.
  6. *Thatcher's Indian Biography.*
  7. *Frost's Indians of North America.*
  8. *World by the Fireside,* p 50-70, 103. Kirby.
  9. *Harper's Magazine,* Vol. XL., p 793.
  10. *Miss Emerson's Indian Myths.*
  11. *Indian History for Young Folks.* Drake.
  12. *Manners and Customs of the Indians.* Old South Leaflets.
  13. *Homes and Habitations of Man.* Viollet-le-Duc.
  14. *Schoolcraft's White Stone Cause.* Library American Literature. Vol. V.—281.
  15. *Catlin's North American Indians.*
6. **THE ESKIMO.**
    - a. Appearance of country. Journey there. Ice and Snow. Sun. Day and Night. Aurora Borealis. Vegetation. Animals.

- b. Personal appearance of people.
- c. Dress—material; how made.
- d. Homes—Igloo; how built. Furniture.
- e. Food—How obtained. Weapons.
- f. Utensils.
- g. Modes of travel—Sledges; how made; how drawn. Harness. Boats; kinds; how made.
- h. Occupations—Hunting and fishing. Weapons used.

STORY:—Legend of the Northland. Cooke.

THINGS TO BE MADE:—House, lamp, dress, bed bag, sledge, harness; boats, two kinds; weapons: bow and arrow, harpoon, spear.

THINGS TO BE MODELED:—Blocks out of which house is built; dogs to be harnessed to sledge; seals; utensils.

PAINTING AND DRAWING WITH PENCIL AND ON BLACKBOARD.

BOOKS OF REFERENCE:—

1. *Children of the Cold.* Schwatka.
2. *Seven Little Sisters and Each and All.* Jane Andrews.
3. *Wood's Natural History of Man.*
4. *Congressional Reports:* (a) *Cruise of the Corwin*; (b) *Alaska.*
5. *Search for Franklin.* Schwatka.
6. *The World.* Kirby.
7. *The World of Ice.* Ballantyne.
8. *My Arctic Journal.* Mrs. Peary.
9. *United States Bureau of Ethnology: 1887-88. Point Barrow Expedition.* John Murdoch.
10. *World by the Fireside, p 18-24.* Kirby.
11. *St. Nicholas, 1885.*
12. *Wide Awake, April, 1889.*
13. *Harper's Magazine, Vols. XXVIII. (May, 1864), XXIX. (September, 1864.)*

### III. EXPLANATION OF OUR HOLIDAYS.

#### 1. THANKSGIVING DAY.

- a. The Mayflower.
- b. Plymouth Rock.
- c. Miles Standish.
- d. Samoset and Squanto.
- e. The First Winter.
- f. The First Thanksgiving.

- g. Thanksgiving Day. Lydia Maria Child. Whittier's Child Life.
  - h. Song. Thanksgiving Day. Songs and Games. Walker.
  - i. Song. Can a Little Child Like Me. Songs and Games. Walker.
2. CHRISTMAS.
- a. The First Christmas.
  - b. The Legend of St. Christopher. Kindergarten Stories and Morning Talks. Wiltse.
  - c. St. Nicholas and His Gifts. Mrs. Jameson's Sacred and Legendary Art, Vol. II.
  - d. Tiny Tim. Dickens.
  - e. Howell's Christmas All the Year Round. St. Nicholas.
  - f. The Fir Tree. Hans Andersen.
  - g. The Last Dream of the Old Oak. Hans Andersen.
  - h. 'Twas the Night before Christmas. Whittier's Child Life and Eliot's Poetry for Children.
  - i. Old Christmas. Eliot's Poetry for Children.
  - j. Song. Bethlehem. Gounod.
  - k. Song. Waken Little Children. Songs for Little Children. Eleanor Smith.
  - l. Song. Christmas Hymn. Songs for Little Children. Eleanor Smith.
  - m. Song. Shine Out, Oh Blessed Star! Songs and Games. Walker.
3. NEW YEAR.
- a. The Story of the Year. Hans Andersen.
  - b. The Little Match Seller. Hans Andersen.
  - c. The Mail Coach Passengers. Hans Andersen.
  - d. New Year's Bargain. Susan Coolidge.
  - e. Song. The Little New Year. Songs and Games. Walker.
4. WASHINGTON'S BIRTHDAY.
- a. Washington's Boyhood.
  - b. His Home.
  - c. In War.
  - d. As President.
5. DECORATION DAY.
- a. Abraham Lincoln's Boyhood.
  - b. Youth, Hardships.



- c. Help to the Country.
- d. Our Soldiers.
- e. Sheridan's Ride.
- f. Barbara Freitchie.

6. FOURTH OF JULY.

- a. Story of Our Flag.
- b. Bunker Hill.
- c. Paul Revere's Ride.
- d. George Washington.
- e. Israel Putnam.
- f. Patrick Henry.

BOOKS OF REFERENCE:—

- 1. *The Story Hour.* Kate Douglas Wiggin.
- 2. *Pilgrims and Puritans.* Nina Moore.
- 3. *George Washington.* Scudder.
- 4. *Four Great Americans.* Baldwin.
- 5. *Stories of Colonial Children.* Mara Pratt.
- 6. *Stories of Indian Children.* Mary Hall Husted.
- 7. *Harper's Magazine,* January, 1877.
- 8. *Kindergarten Stories and Morning Talks.* Wiltse.

IV. MYTHS; FOLK LORE; FABLES; OTHER STORIES  
AND SONGS.

1. THE SUN.

- a. Apollo and the Python. Old Greek Stories. Baldwin.
- b. Aurora.
- c. Phaethon. Cooke's Nature Myths and Stories.
- d. Hercules and the Golden Apples. Adapted from Hawthorne's Wonder Book.
- e. Orpheus. Stories of Old Greece. Firth.
- f. Demeter and Persephone. Cooke's Nature Myths and Stories.
- g. Balder. Cooke's Nature Myths and Stories.
- h. Thor and his Hammer. Norse Stories. Gudrun Thorne-Thomsen.
- i. The Sleeping Beauty in the Wood.
- j. Iduna and her Golden Apples. Norse Stories. Gudrun Thorne-Thomsen.

- k. Sunshine Stories. Hans Andersen.
  - l. The Dog and his Image. Aesop's Fables.
  - m. The Ass and his Shadow. Aesop's Fables.
  - n. Song. I Have a Little Shadow. Song Pictures. Eleanor Smith.
  - o. Song. Good Morning, Merry Sunshine. Songs for Little Children. Eleanor Smith.
  - p. Song. Sunshine. Songs for Little Children. Eleanor Smith.
2. THE STARS.
- a. Peep Star! Star Peep! Wiltse's Stories.
  - b. The Star and the Lily. Emerson's Indian Myths.
  - c. Legend of the Great Dipper. Wiltse's Stories.
  - d. Song. Stars. Children's Songs. W. L. Tomlins.
  - e. Star Dollars. Grimm.
  - f. Song. Sleep, Baby, Sleep. Songs for Little Children. Eleanor Smith.
  - g. Song. Twinkle, Twinkle, Little Star. Songs for Little Children. Eleanor Smith.
3. MOON STORIES.
- a. The German Story. Fiske's Myths and Myths Makers.
  - b. The Chinese Story. Harper's Magazine. Vol. LXII, 1881.
  - c. The Indian Story. Birth and Growth of Myth. Clodd.
  - d. The Indian Story. Longfellow's Hiawatha.
  - e. The Iceland Story, or Jack and Jill. Fiske's Myths and Myth Makers.
  - f. The Man in the Moon. Fiske's Myths and Myth Makers.
  - g. Seven Times One. Jean Ingelow.
  - h. Children in the Moon. Eliot's Poetry for Children and Whittier's Child Life.
  - i. The New Moon. Eliot's Poetry for Children and Whittier's Child Life.
  - j. Lady Moon. Whittier's Child Life.
  - k. Song. The Baby and the Moon. Songs for Little Children. Eleanor Smith.
  - l. Song. The New Moon. Songs for Little Children. Eleanor Smith.
  - m. Song. Who Has the Whitest Lambkins. Songs for Little Children. Eleanor Smith.

## 4. RAINBOW STORIES.

- a. Jack and the Bean Stalk.
- b. Iris. Cooke's Nature Myths and Stories.
- c. The Indian Story. Longfellow's Hiawatha.
- d. The Pot of Gold:
- e. Bifrost and Heimdall. Norse Stories. Gudrun Thorne-Thomsen.

## 5. THE AIR AND THE WIND.

- a. Athena and the Olive.
- b. Hermes. Cooke's Nature Myths and Stories.
- c. Ulysses and the Bag of Winds. The Odyssey.
- d. Aeneas and the Winds. The Aeneid.
- e. The Four Winds. Longfellow's Hiawatha.
- f. The South Wind and the Sun. Riley.
- g. The Four Winds. Hans Andersen.
- h. Legend of the North Wind: About a Boy. Norse Stories. Gudrun Thorne-Thomsen.
- i. The Wind and the Sun. Aesop's Fables.
- j. What the Winds Bring. Eliot's Poetry for Children.
- k. Song. The North Wind. Songs for Little Children. Eleanor Smith.
- l. Song. Wind Song. Songs for Little Children. Eleanor Smith.
- m. Song. Little Jack Frost. Songs and Games. Walker.

## 6. THE CLOUDS.

- a. Apollo's Cows.
- b. Pegasus and Bellerophon.
- c. The Phaeacian Land. Cooke's Nature Myths and Stories.
- d. Swan Maidens. Cooke's Nature Myths and Stories.
- e. The Snow Queen. Second Story. Hans Andersen.
- f. The Snow Man. Hans Andersen.
- g. The Ice Maiden. Hans Andersen.
- h. Song. The Rain Song. Songs for Little Children. Eleanor Smith.
- i. Song. The Snow Clouds. Songs for Little Children. Eleanor Smith.
- j. Song. Tiny Little Snow Flakes. Songs and Games. Walker.

## 7. THE SEA. WATER.

- a. Neptune and the Horse.
- b. Stop, Stop, Pretty Water. Whittier's Child Life.

- c. The Fly, the Raindrop and the Sunbeam. The Kindergarten. Douai.
- d. Song. A Million Little Diamonds. St. Nicholas Songs.

#### 8. ANIMALS.

- a. Arachne. Old Greek Stories. Baldwin.
- b. The Cricket and the Poet. Browning's Poem, A Tale.
- c. Arion and the Dolphin.
- d. The Broken Wing. Emerson's Indian Myths.
- e. Aristaeus.
- f. Melampus.
- g. The Donkey and the Salt. Aesop's Fables. Cooke.
- h. The Fox and the Stork. Aesop's Fables. Cooke.
- i. The Happy Family. Hans Andersen.
- j. The Wren and the Bear. Grimm.
- k. The Ant and the Grasshopper. Aesop's Fables.
- l. The Crow and the Pitcher. Aesop's Fables.
- m. The Hare and the Tortoise. Aesop's Fables.
- n. The Ugly Duckling. Andersen.
- o. The Traveling Musicians. Andersen.
- p. Moufflou. Ouida. The Story Hour. Wiggin.
- q. The Brown Thrush. Whittier's Child Life.
- r. The Blue Bird. Whittier's Child Life.
- s. Song. Grasshopper Green. Songs and Games. Walker.
- t. Song. The Blue Bird. Songs and Games. Walker.
- u. Song. The Birdie's Ball. Songs and Games. Walker.
- v. Song. All the Birds Have Come Again. Songs for Little Children. Eleanor Smith.

#### 9. TREES.

- a. Apollo and Daphne. Old Greek Stories. Baldwin.
- b. Rhœcus. Lowell's Poem. Stories of Old Greece. Firth.
- c. Baucis and Philemon. Cooke's Nature Myths and Stories.
- d. The Anxious Leaf. Beecher's Norwood.
- e. The Vine and the Oak. Emerson's Indian Myths.
- f. Old Pipes and the Piper of the Dryad. Stockton. St. Nicholas. Fanciful Tales. Stockton (Langworthy.)
- g. The Discontented Pine Tree. The Kindergarten. Douai.
- h. The Walnut Tree that Wanted to Bear Tulips. Wiltse's Stories.
- i. The Tree. Bjørnsen. Whittier's Child Life.
- j. I'll Tell You How the Leaves Come Down. Susan Coolidge.

## 10. FLOWERS.

- a. Clytie. Cooke's Nature Myths and Stories.
- b. The Flax Flower. Andersen.
- c. May Blossom. Grimm.
- d. Chinese Story of the Narcissus. Fairyland of Flowers.
- e. The Dandelion. Longfellow's Hiawatha.
- f. Little Ida's Flowers. Hans Andersen.
- g. The Pea Blossom. Hans Andersen.
- h. The Story of the Seeds. Geo Macdonald. David Elginbrod.
- i. The Little Brown Seed. Margaret Sidney.
- j. Little Dandelion. Whittier's Child Life and Eliot's Poetry for Children.
- k. Song. The Little Flowers Came from the Ground. Songs for Little Children. Eleanor Smith.
- l. Song. The Flower Bed. Songs for Little Children. Eleanor Smith.
- m. Song. Where Do All the Daisies Go. Children's Songs. Tomlins.
- n. Song. The Dandelion. St. Nicholas Songs. (Best music.)

Where the author is not mentioned, these stories are to be adapted from classic sources. They are not published in suitable form for little children.

## BOOKS OF REFERENCE:—

1. *The Mythology of the Aryan Nations.* Cox.
2. *Manual of Mythology.* Cox.
3. *Fiske's Myths and Myth Makers.*
4. *Ruskin's Athena, Queen of the Air.*
5. *Clodd's Birth and Growth of Myth.* Humboldt Library.
6. *Bulfinch, Murray and Dwight's Mythologies.*
7. *Miss Emerson's Indian Myths.*
8. *Wiltse's Stories for Kindergartens and Primary Schools.*
9. *Scudder's Fables and Folk Stories.*
10. *Grimm's Fairy Stories.*
11. *Hans Andersen's Fairy Stories.*
12. *Aesop's Fables.*
13. *The Fairy Book.* Craik.
14. *Tales of Norse Mythology.* Benjamin Thorpe.
15. *Anderson's Norse Mythology.*

16. *The Nine Worlds.* Litchfield.
17. *Norse Stories.* H. W. Mabie.
18. *Baldwin's Stories of Siegfried.*
19. *DeGarmo's Fairy Tales.*
20. *Echoes from Mist Land.*
21. *Algonquin Legends.* Charles G. Leland.
22. *D. C. Brinton's Aboriginal America.*
23. *Myths of Greece and Rome.* Guerher.
24. *World's Literature. Vol. I.* Burt.
25. *Nature Myths and Other Stories.* Flora J. Cooke.

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#### V. POEMS.

1. Eliot's Poetry for Children.
2. Whittier's Child Life in Verse.
3. Stevenson's Child's Garden of Verse.

#### VI. READING.

1. Nature Stories. Bass.
2. Book of Fables. Mara Pratt.
3. Heart of Oak. I. Norton and Stephens.
4. Nature's Byways. Ford.
5. Fables and Rhymes for Beginners. Thompson.
6. The Riverside Primer and Reader.
7. Æsop and Mother Goose. Nash.
8. A Study of Hiawatha and Nature. Krackowizer.
9. The First Year Nature Reader. Beebe.

## Second Grade.

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### I. INDUSTRIES OF THE PRESENT TIME.

1. Modes of getting food: farm life.
  2. Building: materials; construction.
  3. Clothing: weaving; sewing.
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### II. INVENTIONS OF PRIMITIVE PEOPLE.

CAVE MEN; CLIFF DWELLERS; LAKE DWELLERS; PUEBLO BUILDERS;  
THE EARLY GREEKS.

Study the inventions of these people in architecture, tools, pottery, costume, weaving, making clothing, modes of travel.

Use making, modeling, molding, painting, drawing and paper cutting with each topic. Let the children reproduce the inventions as far as possible.

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### III. STORIES OF STARS, WINDS, ANIMALS AND VEGETATION, AS IN FIRST GRADE.

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### IV. STORIES OF MUSIC AND ART.

1. Hermes and his Lyre.
  2. Orpheus.
  3. Arion.
  4. Apollo and Pan.
  5. Jubal.
  6. Saint Cecilia and the Organ.
  7. Mozart and Mendelssohn.
  8. Palissy, the Potter.
  9. Luca Della Robbia.
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### V. STORIES CONNECTED WITH EARLY GREEK HISTORY.

1. Prometheus.
2. Hercules.

3. Jason.
4. Ulysses.
  - a. The Lotus-Eaters.
  - b. The Bag of Winds.
  - c. Circe.
  - d. The Sirens.
  - e. Calypso's Island.
  - f. The Tempest.
  - g. The Phaeacian Land.

Books:—

1. *Homes and Habitations of Man.* Viollet-le-Duc.
2. *Man before Metals.* Joly.
3. *Primitive Culture.* Tylor.
4. *Primitive Society.* Morgan.
5. *The Life of the Greeks and Romans.* Guhl and Köner.

VI. STORIES EXPLAINING OUR HOLIDAYS.

AS IN FIRST GRADE.

1. Thanksgiving Day.
2. Christmas.
3. New Year.
4. Washington's Birthday.
5. Decoration Day.
6. Fourth of July.

VII. POEMS.

1. Eliot's Poetry for Children.
2. Whittier's Child Life.
3. Poems in connection with Natural Science; as, Robert of Lincoln, Bryant; The Crow's Children, Phœbe Cary.
4. Stevenson's Child's Garden of Verse.
5. Child Lyrics. Frank Dempster Sherman.

VIII. READING.

1. Scudder's Fables and Folk Stories.
2. Wiltse's Stories for Kindergartens and Primary Schools.
3. Little Folks of Other Lands. Jane Andrews.
4. Easy Steps for Little Feet. Swinton and Cathcart.



5. All the Year Round. Strong.
6. Hans Andersen's Fairy Stories. Stickney.
7. Classic Stories for the Little Ones. McMurry.
8. Nature Stories for Young Readers. Bass.
9. Nature Myths and Stories. Cooke.
10. Æsop's Fables. Stickney.
11. Grimm's Fairy Tales. Wiltse.
12. Fairy Stories and Fables. Baldwin.
13. The Story of Ulysses for Youngest Readers. Davis.
14. Stories of Indian Children. Mary Hall Husted.

## Third Grade.

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**CENTRAL THOUGHT:**—Development of the Industrial Arts with especial emphasis upon the value of society and division of labor.

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### I. STUDY OF ROBINSON CRUSOE AND STORIES OF INVENTIONS AND INVENTORS.\*

1. **WRITING: THE BOOKS OF THE PAST.**
  - a. Writing on Bricks and Stone.
  - b. Papyrus and Parchment Books.
  - c. Illuminated Manuscripts.
  - d. Gutenberg and the Invention of Printing.
  - e. The Newspaper and Post Office.
  - f. The Telegraph and Telephone.
  - g. The Story of Benjamin Franklin and his Kite.
2. **TRAVELING.**
  - a. How people traveled long ago.
  - b. James Watt and the Steam Engine.
  - c. Primitive boats. Sailboats. Steamboats.
  - d. Story of Robert Fulton.
  - e. Modes of travel in our time.
3. **TIME.**
  - a. Ways of telling time in the past—The shadow-stick, sundial, clepsydra and sand glass.
  - b. King Alfred and his Lantern.
  - c. Stories of Famous Clocks.
  - d. Watches.
4. **POTTERY.**
  - a. Primitive inventions.
  - b. Burning and Decoration.
  - c. The Potter's Wheel.
  - d. Story of Luca Della Robbia. Story of Palissy.
  - e. Modern Pottery.

## 5. ARCHITECTURE.

- a. Buildings of wood without roofs.
- b. Buildings of wood with roofs.
- c. Brick buildings.
- d. Stone buildings.

TRACE PRINCIPLES OF ROOFING:—The relieving gable; the false arch; the column.

TRACE DECORATIONS OF PAINTING AND SCULPTURE.

## 6. DEFENCE.

- a. Walls. Story of a people needing defence.
- b. Castles. Knights of the Middle Ages.
- c. Armor. Education of the Knight.
- d. Story of Sir Philip Sidney.
- e. King Arthur Legends.

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\*See Stories of Industry. Chase and Clow.  
American Mechanical Dictionary. Knight.  
Iconographic Dictionary. Heck.  
Captains of Industry. Parton.  
Hale's Stories of Invention.

## II. STORIES FROM NORSE MYTHOLOGY.

SEE ANDERSON'S MYTHOLOGY; BALDWIN'S STORY OF SIEGFRIED; ECHOES FROM MIST LAND; THE NINE WORLDS; ST. NICHOLAS; HEROES OF ASGARD.

1. Siegfried.
2. Brynhild.
3. Balder.
4. Tyr.
5. Odin.
6. Heimdall.
7. Thor's Visit to Jotunheim.
8. The Apples of Iduna.

## III. EARLY HISTORY OF CHICAGO.

1. Indians at or near Chicago.
2. Geography with Sand Molding.
3. Marquette and Joliet.
4. Marquette's Winter in Chicago.
5. LaSalle.

6. Starved Rock.
7. First Settlement—Maps.
8. Fort Dearborn.
9. Abraham Lincoln.
10. Growth of Chicago.

## BOOKS OF REFERENCE:

1. *Parkman's Works, especially LaSalle and the Great West.*
2. *Making of the Great West. Drake.*
3. *The Old Northwest. Hinsdale.*
4. *American Commonwealths.*
5. *Pioneers of Illinois. W. Matson.*
6. *Fergus Papers.*
7. *History of Illinois. Ford.*
8. *Chicago Antiquities. Hurlbut.*
9. *Discovery and Conquest. Blanchard.*
10. *Life and Times of Gov. John Reynolds.*
11. *History of Cook County. Andreas.*
12. *The Story of Tonty. Catherwood.*
13. *Pioneer Stories. McMurry.*
14. *Waubun. Kinzie.*
15. *History of Chicago. Kirkland.*
16. *The North-west and History of Chicago. Blanchard.*
17. *Discovery and Exploration of the Mississippi Valley. Shea.*  
*Vol. IV.*
18. *American Biography. Sparks.*

## IV. READING.

1. *The Seven Little Sisters. Jane Andrews.*
2. *Each and All. Jane Andrews.*
3. *Robinson Crusoe. McMurry and Husted.*
4. *Robinson Crusoe. Lambert.*
5. *Aunt Martha's Corner Cupboard. Kirby.*
6. *Poems in Connection with Natural Science; as, Wishing, Allingham; The Wind in a Frolic, William Howitt. Buttercups and Daisies, Mary Howitt.*
7. *Young Folk's Robinson Crusoe. Adams.*
8. *Stories of Old Greece. Firth.*
9. *Stories from Norseland. Pratt.*
10. *Andersen's Fairy Tales. Stickney.*

11. Selections from Heart of Oak. II.
12. The Stories Mother Nature Told her Children. Jane Andrews.
13. Fifty Famous Stories Retold. Baldwin.
14. Old Stories of the East. Baldwin.
15. Fanciful Tales. Stockton. (Langworthy).
16. Stories of American Life and Adventure. Edward Eggleston.
17. Stories of Great Americans for Little Americans. Edward Eggleston.
18. Four Great Americans. Baldwin.
19. Hiawatha. Longfellow.
20. Stories of Colonial Children. Pratt.
21. Stories of Norse Gods and Heroes. Annie Klingensmith.
22. Alice in Wonderland. Carroll.

## Fourth Grade.

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**CENTRAL THOUGHT:**—Development of the Industrial Arts with especial emphasis upon beauty in architecture and sculpture and heroism in character.

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### I. STORIES FROM THE ODYSSEY.

1. Leaving Troy.
  2. The Lotus-Eaters.
  3. The Cyclopes.
  4. Eolus and the Bag of Winds.
  5. Circe's Palace.
  6. The Song of the Sirens.
  7. Calypso's Island.
  8. The Tempest.
  9. The Phæacian Land.
    - a. The Washing and Game of Ball.
    - b. The Palace—How Built.
    - c. Occupations of the Phæacians.
    - d. The Games.
    - e. Story Telling and Music.
    - f. Ulysses' Journey Home.
    - g. Ulysses in His Home.
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### II. THE SPARTANS.

1. The Education of the Spartan Boys.
  2. Story of Leonidas.
  3. Greek Art Illustrating Physical Strength.
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### III. THE ATHENIANS.

1. The Education of the Athenian Boys.
2. Stories of Marathon, Thermopylae and Salamis.
3. Athenian Art: The Acropolis; The Parthenon; Sculpture.
4. Stories of Hercules, Apollo and Ceres and Proserpine.

## BOOKS:—

1. *Early Chapters in Greek History.* Gardiner.
2. *Schliemann's Troy.* Burckhardt.
3. *The Life of the Greeks.* Guhl & Köner.
4. *Greek Education.* Davidson.
5. *Plutarch's Lives: Lycurgus & Solon.*
7. *History of Ancient Sculpture.* Lucy Mitchell.

## IV. AMERICAN HISTORY. EXPLORATION.

## 1. PRE-COLUMBIAN HISTORY.

- a. Geographical Knowledge of the Ancients.
- b. Explorations of the Norsemen—Vinland.
- c. The Crusades and their Effects.
- d. Marco Polo's Book. (See Old South Leaflets.)
- e. The Mariner's Compass.
- f. Gunpowder Used.
- g. Explorations of King Henry of Portugal.
- h. The Printing Press.
- i. The Routes to India. Genoa and Venice.
- j. Spain under Ferdinand and Isabella; The Moors; The Alhambra. Read from "The Alhambra," by Irving.
- k. Columbus.
- l. Archæology of North America.
- m. Aborigines of North America.

## BOOKS OF REFERENCE:—

1. *Bunbury's History of Ancient Geography.*
2. *Narrative and Critical History of America.* Winsor.
3. *Fiske's Discovery and Spanish Occupation of North America.*
4. *Irving's Columbus and Justin Winsor's Columbus.*
5. *Prescott's Ferdinand and Isabella.*
6. *Spruner's Historical Atlas.*
7. *History of America.* Payne.

## 2. SPANISH AND PORTUGUESE DISCOVERIES AND EXPLORATIONS.

- a. Columbus
- b. Vasco de Gama.
- c. Ponce de Leon.
- d. Balboa.
- e. Magellan.

- f. Cortez and the Aztecs.
- g. Pizarro and the Incas.
- h. De Soto.

## BOOKS OF REFERENCE:—

- 1. *Life of Columbus.* Justin Winsor.
  - 2. *Discovery of America by Columbus.* Maynard & Co. 12c.
  - 3. *Fiske's Discovery and Conquest.*
  - 4. *Prescott's Conquest of Mexico.*
  - 5. *Biart's Aztecs.*
  - 6. *Ober's Mexico.* Hale's Mexico.
  - 7. *Harper's Monthly, Volume XII.*
  - 8. *Eggleston's Montezuma.*
  - 9. *Eggleston's Conquest of Mexico.*
  - 10. *Allen's Pizarro.*
  - 11. *Harper's Monthly, Volume VII.*
  - 12. *Towle's Pizarro.*
  - 13. *Prescott's Conquest of Peru.*
  - 14. *The Land of the Pueblos.* Susan E. Wallace.
3. FRENCH DISCOVERIES AND EXPLORATIONS.
- a. France under Francis I.
  - b. Verrazano.
  - c. Cartier.
  - d. Champlain; the Fur Trade and the Jesuits.
  - e. Marquette and Joliet; LaSalle. See books for Third Grade; Champlain and his Associates. Maynard & Co. 12c.
  - f. Old South Leaflets. Verrazano.
4. ENGLISH DISCOVERIES AND EXPLORATIONS.
- a. England under Henry VII.
  - b. The Cabots.
  - c. Henry VIII. and Queen Elizabeth.
  - d. Sir Francis Drake.
  - e. Gilbert and Raleigh.
  - f. Frobisher.

## BOOKS OF REFERENCE:—

- 1. *Higginson's Young Folks' History of Explorers.*
- 2. *Towle's Biographies.*
- 3. *Epochs American History.* Hart. Vol. I.
- 4. *Kingsley's Westward Ho.*



## V. READING.

1. The Wonder Book. Hawthorne.
2. The Tanglewood Tales. Hawthorne.
3. Stories of the Old World. Church.
4. The Adventures of Ulysses. Lamb.
5. The Story of Ulysses. Cook.
6. The Odyssey. Palmer or Butcher and Lang or Bryant.
7. Stories of the Golden Age. Baldwin.
8. Old Greek Stories. Baldwin.
9. Greek Hero Stories. Kingsley.
10. The Story of Greece. Guerber.
11. The Tales of Troy. De Garmo.
12. Ulysses among the Phaeacians. Riverside.
13. Eggleston's First Book in American History.
14. American History Stories. Dodge.
15. The Story of Columbus. Mara Pratt.
16. The Water Babies. Kingsley.
17. Pilgrim's Progress. Bunyan.
18. Swiss Family Robinson. Wyss.
19. The Nine Worlds. Litchfield.
20. Heroes of Asgard. Keary.
21. The Story of Siegfried. Baldwin.
22. Short poems: Longfellow's Pegasus in Pound; Schiller's Pegasus in Harness; To a Butterfly, Wordsworth; The Mountain and the Squirrel, Emerson; The Brook, Tennyson; The Gladness of Nature, Bryant.
23. Heart of Oak. II.

## Fifth Grade.

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**CENTRAL THOUGHT:**—Beginnings of self-government and relation of industrial life to social life.

### PLAN FOR STUDY OF COLONIAL HISTORY.

1. Cause of Settlement ; Condition of Mother Country.
  2. Character of Colonists.
  3. Geography of Country Settled.
  4. Occupations of People.
  5. Events Modifying Character of People and History.
  6. Government Established.
  7. Social Life.
  8. Effects of Changes in English Government.
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### I. VIRGINIA.

1. Cause of Settlement : Economical—Cessation of Spanish wars. London Company. Adventure.
2. Character of Colonists : Country gentlemen ; Cavaliers.  
First Colonists : Men seeking gold ; indolent ; single.
3. Geography : Rich soil, noble rivers, genial climate, harbors.
4. Occupations : Agriculture, tobacco—"Source of Virginia's Wealth"; trade ; no cities ; demand for slavery.
5. Events : (a.) Smith compelled labor.  
(b.) Individual proprietorship in land. Dale.  
(c.) Homes Established.  
(d.) Changes in London Co.
6. Government : Royal province, isolated plantations, aristocratic tendencies, House of Burgesses.
7. Classes of Society :
  - (a.) Slaves.
  - (b.) Indented Servants.
  - (c.) Small Farmers.
  - (d.) Great Planters

Large Estates; Comfortable Houses; Great Natural Highways; Hospitality; No Free Schools.

8. Effects of the Commonwealth; The Restoration; The Revolution of 1688.

Books:—

1. *Doyle's English Colonies in America.*
2. *Lodge's English Colonies in America.*
3. *Commonwealth Series, Virginia.*
4. *Doyle's Virginia.*
5. *Settlement of Virginia.* Maynard, Merrill & Company. 12c.
6. *Pocahontas and Powhatan.* Eggleston.
7. *Old Virginia and her Neighbors.* John Fiske.
8. *Scribner's Series: The Colonial Era.* Fisher.

## II. PILGRIM COLONY.

1. Queen Elizabeth and the Puritans.
2. James I. and the Separatists.
3. Life in Holland.
4. Emigration; Reasons: Ecclesiastical.
5. Character of Colonists: Frugal, industrious, men with families.
6. Cape Cod Bay; Geography.
7. First Winter; Spring; Summer; Autumn; Thanksgiving.
8. Occupations.
9. Townships; The Town Meeting.
10. Houses and Home Life; Dress.
11. Religion; Peculiar Church Customs.
12. Amusements.
13. Schools.
14. Longfellow's Miles Standish.

Books:

1. *The Beginnings of New England.* Fiske.
2. *Old Times in the Colonies.* Coffin.
3. *Compendium History of New England.* Palfrey.
4. *Making of New England.* Drake.
5. *New England Legends and Folk Lore.* Drake.
6. *Narrative and Critical History, Vol. III, Chapter 8.*
7. *Incidents in the Early History of New England.* White. Chapters II and III.
8. *American History Told by Contemporaries.* Edited by Hart.
9. *Customs and Fashions in Old New England.* Alice Morse Earle.

10. *Century Magazine*, Vol. III.
11. *Harper's Magazine*, Vol. LIV., page 180.
12. *Lodge's English Colonies in America*.
13. *Doyle's English Colonies in America*. Henry Holt & Co. New York.
14. *History of Plymouth Plantation*. Maynard & Merrill. 12c.
15. *Library American Literature*. 1. 116-124.
16. *Epochs of American History*. Vol. 1. Hart.
17. *The Beginners of a Nation*. Edward Eggleston.

### III. THE PURITAN COLONY.

1. Geography of Massachusetts Bay.
2. Cause of Colonization.
3. Character of Colonists.
4. Plymouth Co.
5. Charter Government.
6. The Town Meeting.
7. Church and State United.
8. Dorchester Co.; First and Second.
9. Roger Williams and Anne Hutchinson.
10. Harvard College.
11. New England Confederation.
12. Quakers.
13. Royal Colony.
14. New Charter.
15. Literature; Bay Psalm Book.
16. Religion; Tolerance; Sunday.
17. Social Distinctions; Schools.
18. Comparison with Virginia.

#### Books:—

1. *See Books for Pilgrim Colony*.
2. *Harper's Magazine*, Vol. LIII., page 830.
3. *Century Magazine*, Vol. VIII., page 387.
4. *For the Town Meeting see Lodge's Life of John Adams, and Fiske's American Political Ideas and Civil Government*.
5. *Hart's American Literature*.
6. *Young Folks' History of Boston*. Butterworth.
7. *Hawthorne's Twice Told Tales and Grandfather's Chair*.

#### IV. SETTLEMENT OF RHODE ISLAND, CONNECTICUT, NEW HAMPSHIRE AND MAINE.

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#### V. REVIEW OF NEW ENGLAND.

1. Cause of Colonization. Religion. Plymouth Co.
  2. Character of Colonists: Yeomanry; Puritans.
    - (a.) Seeking to found homes.
    - (b.) Industrious; accustomed to labor.
    - (c.) Men with families.
  3. Geography: Soil generally thin and poor, vast forests, water power, harbors, extremes in climate.
  4. Occupations: Variety of products, no demand for slavery, manufacturing, trade.
  5. Government: Townships and villages, the town meeting, colonial assemblies, charters, theocratic government, union of church and state.
  6. Social Life: Social equality developing, Puritanical customs, religious intolerance; compare colonies; popular education.
  7. Effects of the Commonwealth: The Restoration; the Revolution of 1688.
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#### VI. NEW YORK.

1. Geography of Holland.
2. Reading of Hans Brinker, Chapter II.
3. William the Silent and the Rise of the Dutch Republic; Siege of Leyden.
4. Dutch Commerce; Amsterdam, Antwerp, etc.
5. Henry Hudson.
6. New Netherlands; Geography of the Hudson River Valley; Trading Station on Manhattan Island; New Netherlands Co.; Forts on Manhattan Island and at Albany or Fort Orange.
7. Dutch West India Company; Walloons; Patroons.
8. The Four Dutch Governors. Read from Irving's "Knickerbocker History of New York."
9. Occupations.

10. Houses and Furniture.
11. Dress and Amusements.
12. Religion; Toleration; Education.
13. Manner of Living; Society.
14. Legend of Sleepy Hollow. Irving.
15. Rip Van Winkle. Irving.
16. Life of Washington Irving; Sunnyside.
17. New Amsterdam becomes New York. Why were the Dutch willing to submit?
18. English Rule.

## Books:—

1. *Motley's Rise of the Dutch Republic.*
2. *Holland and Its People. De Amicis.*
3. *New York; Commonwealth Series.*
4. *Knickerbocker History of New York.*
5. *Irving's Sketch Book.*
6. *Old Dutch Times in New York. Higginson's History.*
7. *Library American Literature. Vol. VII.—184.*

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## VII. PENNSYLVANIA.

1. The Quakers. George Fox.
2. William Penn.
3. Penn's Grant, 1681.
4. Geography of Pennsylvania.
5. Settlement, 1681. Three ships on the Delaware, 1682. Penn, himself, with one hundred people. Land obtained by fair purchase from Indians.
6. Philadelphia. Plan of; Growth.
7. Growth of Colony. Occupations of people.
8. Government, proprietary; Compare with other colonial governments.
9. Religion. Tolerance; Effects of.
10. Penn's later life. Return to England, 1684. Return to colony, 1693. Death, 1718. Government of his descendants.
11. Union with Delaware dissolved in 1691.
12. Society. Home Life.
13. Early Life of Benjamin Franklin.

## COURSE OF STUDY

## VIII. MARYLAND.

1. George Calvert. Lord Baltimore in Newfoundland; in Virginia. Grant of the land north of Virginia. Cecil Calvert. Charter.
  2. Geography of Maryland.
  3. Settlement, 1634. Character of settlers. Land tenure. Occupations. Mode of life.
  4. Struggle with Virginia.
  5. Constitution and growth of colony. Compare with other colonies as to education, religion and progress.
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## IX. THE CAROLINAS.

1. Cause of settlement. Geography.
  2. Eight patentees, 1663.
  3. Charter.
  4. Settlement, N. C. (1.) From Virginia on Albemarle River. (2.) From New England near Cape Fear. S. C. (1.) From Barbadoes near Cape Fear. (2.) From England at Charleston.
  5. Locke's Model. The Fundamental Constitutions.
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## X. GEORGIA.

1. Geography.
  2. Cause of settlement.
  3. Oglethorpe.
  4. Relations with Spanish settlements.
  5. Occupations.
  6. A Royal Colony
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## XI. CANADA.

1. History of France in the Sixteenth Century.
2. Geography of Canada.
3. Verrazano. Cartier. Champlain.
4. Cause of Settlement. The Fur Trade. The Jesuits.
5. Forts in the West.

6. Marquette and Joliet.
7. Louis XIV. and Frontenac.
8. La Salle.
9. French and English Colonies Compared.

## BOOKS : —

1. *Parkman's Works.*
  2. *Harper's Monthly*, LXV., 1882.
  3. *Drake's Making of the Great West.*
  4. *The Old Northwest. Hinsdale.*
  5. *Commonwealth Series.*
  6. *See page 48.*
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## XII. THE FRENCH AND INDIAN WAR.

1. Extent of French Territory in America.
2. Extent of English Territory in America.
3. Map in color.
4. Discussion : —Why was England the only country to make lasting settlements in America ?
5. Comparative Strength of France and England in America.
6. Cause of Hostile Relations.
7. First Struggles : King William's War ; Queen Anne's War ; King George's War.
8. Geography of the Ohio Valley.
9. The Ohio Co. ; Washington's Expedition ; Early Life.
10. Fort Duquesne.
11. Congress at Albany.
12. Braddock's Campaign.
13. The Acadians.
14. Longfellow's *Evangeline*.
15. William Pitt.
16. Louisburg.
17. Quebec ; Wolfe and Montcalm.
18. Results of the War ; Forts in the West ; Pontiac's War.

## BOOKS : —

1. *Irving's "Washington."*
2. *Fiske—Irving's Washington and his Country.*
3. *Harper's Monthly*, Vol. LXV., 1882.
4. *The Conspiracy of Pontiac. Parkman.*



5. *Wolfe and Montcalm.* Parkman.
  6. *The Old Regime in Canada.* Parkman.
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## XIII. READING.

1. Longfellow's *Hiawatha*.
2. *Pioneer History Stories.* McMurry.
3. *Tales from English History.* Rolfe.
4. *Settlement of Virginia.* John Smith.
5. *History of Plymouth Plantation.* Governor Bradford.
6. Longfellow's *Miles Standish*.
7. *Grandfather's Chair.* Hawthorne.
8. *Irving's Rip Van Winkle.*
9. *Irving's Sleepy Hollow.*
10. *Hans Brinker.* Mary Mapes Dodge.
11. *Franklin's Autobiography.*
12. *Tennyson's Revenge.*
13. Longfellow's *Elizabeth*.
14. Lowell's *First Snow Fall*; Longfellow's *Children's Hour*;  
Emerson's *Snow Storm*; Hawthorne's *Snow Image*.
15. *The Last of the Mohicans.* Cooper.
16. *Leather Stocking Tales.* Cooper.
17. *The King of the Golden River.* Ruskin.
18. *Poems in Connection with Natural Science:* *Flowers*, Leigh  
Hunt; *The Use of Flowers*, Mary Howitt; *The Emperor's  
Birds' Nest*, Longfellow; *The Sandpiper*, Celia Thaxter;  
*The Pied Piper of Hamelin*, Browning; *Bishop Hatto*,  
Southey.
19. *Stories from the Arabian Nights.*
20. *Heart of Oak.* IV.

## Sixth Grade.

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CENTRAL THOUGHT:—Comparison of Forms of Government.

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### I. CHINA.

1. Geography: Structure; Geology; Climate; Plant and Animal Life.
2. Present Condition of People; Manners and Customs.
3. Language and Literature.
4. Education and Government.
5. Religion. Life of Confucius.
6. Race; Other Branches; Conquests; Marco Polo.

BOOKS:—

1. *The Middle Kingdom.* S. Wells Williams.
  2. *Travels in the Middle Kingdom.* Wilson.
  3. *Clarke's Ten Great Religions.*
  4. *Clodd's Childhood of Religions.* Humboldt Lib.
  5. *Confucius and Mencius.* Legge.
  6. *Bible of the Ages.* Sebbins.
  7. *World by the Fireside.* Kirby.
  8. *Little People of Asia.* Olive Thorne Miller.
  9. *Story of China.* Mara Pratt.
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### II. INDIA.

1. Geography: Structure; Geology; Climate; Plant and Animal Life.
2. Present Condition. English Rule; Story of Lord Clive.
3. The Caste System and its Results.
4. A Hindu Home.
5. Language; Literature and Religion; Story of Buddha.
6. The Mogul Empire.

**Books :—**

1. *India. Bohn Library.*
  2. *The High Caste Hindu Woman. Ramabai.*
  3. *The Boy Travelers in India. Knox.*
  4. *Arnold's Light of Asia.*
  5. *Clodd's Childhood of Religions. Humboldt Lib.*
  6. *Macaulay's Essays on Lord Clive and Warren Hastings.*
  7. *World by the Fireside. Kirby.*
  8. *Modern Hinduism. Wilkins.*
  9. *Story of India. Mara Pratt.*
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**III. THE ARYANS.**

1. The Home of the Aryans ; Geography of the Amoo Daria Basin.
2. Occupations ; Government ; Worship.
3. Read from "Ten Boys on the Road from Long Ago to Now."

**Books :—**

1. *The Aryan Race. Morris.*
  2. *The Aryan Household. Hearn.*
  3. *The Origin of the Aryans. Taylor.*
  4. *Clarke's Ten Great Religions.*
  5. *What we Learn from India. Max Muller. Lovell Lib.*
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**IV. THE PERSIAN EMPIRE.**

1. Geography of the Long Plateau and of the Tigro-Euphrates Basin.
2. Building Material. The Mounds.
3. City of Babylon. Nebuchadnezzar's Palace.
4. Zoroaster and the Zend Avesta.
5. Character of People in Early Times ; Education.
6. Cyrus : Early Life ; Legends ; Cyrus as a Conqueror. Compare Ancient and Modern Warfare.
7. Read from "Ten Boys."

**Books :—**

1. *Story of the Nations: Chaldaea. Ragozin.*
2. *Rawlinson's Great Monarchies.*

3. *Xenophon's Cyropædia and Herodotus.*

*Bloss' Ancient History gives Xenophon's Story, and Church's Stories from Herodotus gives that of Herodotus. These children can read.*

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V. GREECE.

CONTINUE THE READING OF THE "TEN BOYS ON THE ROAD FROM  
LONG AGO TO NOW."

1. Stories of the Persian Wars.
2. Study of Greek Architecture and Art.

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VI. ROME.

READING OF THE "TEN BOYS" CONTINUED.

1. Study of Roman Architecture.
2. Stories from Livy.
3. Julius Caesar.

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VII. THE AGE OF CHIVALRY.

READING OF "TEN BOYS" CONTINUED.

1. THE FEUDAL SYSTEM.
  - a. Classes of Society.
  - b. Castles and Armor.
  - c. Chivalry-Education.
  - d. Sports-Heraldry.
2. STORIES OF FEUDAL TIMES.
  - a. Charlemagne.
  - b. The Crusades.
  - c. William Wallace and Robert Bruce.
  - d. Richard Cœur de Lion.
  - e. King Arthur Legends.
  - f. Stories from Froissart.

BOOKS:—

1. *Annals of a Fortress. Viollet-le-Duc. History of Civilization. Guizot. Iconographic Dictionary. Manners, Customs and Dress during the Middle Ages. Lacroix. Froissart's Chronicles.*

## VIII. THE AMERICAN BOY FROM THE "TEN BOYS."

## THE REVOLUTIONARY WAR.

## CAUSES:

1. Independent Spirit of Colonies.
  - a. Brought from England; Character of English People and their Institutions.
  - b. Developed by Local Self-Government; Charter Governments; Colonial Assemblies; New England Town Meetings.
2. Fall of French Power in America.
3. Restrictions of Commerce.
  - a. Cromwell's Navigation Act, 1651. Enforced by Chas. II, 1660.
  - b. Policy of Restriction from 1660 to 1761; Stuart Rule.
  - c. England's Board of Trade Act.
4. Colonial Assemblies Suppressed; Stuart Rule.
5. Taxation; Rule of House of Hanover.
  - a. Writs of Assistance.
  - b. Stamp Act; Grenville, 1765; Patrick Henry.
  - c. Stamp Act Repealed, 1766; Declaration that Parliament had a right to tax the colonies. Rockingham.
  - d. Tax on tea, glass, paper and painters' colors, 1767. Townsend.
  - e. Tax on Above Repealed except on tea. 1770. Lord North.
  - f. Troops in Boston; Boston Massacre, 1770.
  - g. "Boston Tea Party," 1773; A Ballad of the Boston Tea Party, Holmes; Boston, Emerson.
  - h. Boston Port Bill, 1774; Burke's Speech on American Taxation.
6. Withdrawal of the Right of Self-government.

## AGGRESSIVE ACTS.

1. Restrictions of Commerce.
2. Colonial Assemblies Suppressed.
3. Taxation.

## EFFORTS TOWARD UNION.

1. Necessity Felt in Early Times, 1637.
2. Confederation of 1643.
3. Congress of 1690.
4. Attempt of Penn, 1697.
5. Proposition by Officer of the Crown, 1751; Anonymous Letter in Philadelphia
6. Congress of 1754.

## INITIAL STEPS.

1. First Continental Congress.
2. Lexington and Concord; "Paul Revere's Ride;" Concord Hymn. Emerson.
3. Bunker Hill; Warren's Address. Pierpont; Grandmother's Story of the Battle of Bunker Hill. Holmes; Webster's Orations; Joseph Warren, M. D. Holmes.
4. Second Continental Congress.
5. Washington Commander-in-Chief.
6. Declaration of Independence.
7. Ticonderoga and Crown Point.
8. Articles of Confederation.

## CAMPAIGNS.

1. About Boston. Siege.
2. About New York: Cause of Attack of British; Geography of Hudson River Valley; Location of Forts; Long Island; Evacuation of New York; White Plains; North Castle; Fort Washington; Fort Lee; Retreat to Philadelphia; Reasons.
3. About Philadelphia: Geography of Region; Trenton; Princeton; Morristown; Brandywine; Germantown.
4. Burgoyne's Invasion: Geography; Purpose; Plan; Ticonderoga; Hubbardtown; Bennington; Fort Schuyler; Saratoga; Surrender; Results; Valley Forge; Character of Gates; Conway Cabal; Benedict Arnold.
5. War in the South: Greene's Retreat; Yorktown. Peace of Paris; Boundaries; Fisheries; George Rogers Clarke and the Northwest. See Story on the Constitution.

## BOOKS:—

1. *The War of Independence.* Fiske.
2. *The Life of Washington.* Irving.
3. *Washington and his Country.* Fiske—Irrving.
4. *Frothingham's Boston.*
5. *Lossing's Field Book of the Revolution.*
6. *The American Revolution.* Fiske.
7. *Cooper's Spy.*
8. *Trumbull's McFingal.*
9. *Thackeray's Virginians.*
10. *The Green Mountain Boys.*
11. *William M. Thayer's Farmer Boy.* (*Washington.*)
12. *Library American Literature.* V.—295. III.—190, 460, 13, 349, 244, 350, 356.

## IX. READING.

1. Longfellow's *Evangeline.*
2. *The Ten Boys on the Road from Long Ago to Now.* Jane Andrews.
3. *Stories from the Iliad.* Church.
4. *The Tale of Troy.* Aubrey Stewart.
5. *The Iliad.* Bryant.
6. *Our Young Folks Plutarch.* Kaufmann.
7. *The Story of Ancient Rome.* Guerber.
8. *Lays of Ancient Rome.* Macaulay.
9. *Tales of a Grandfather.* Scott.
10. *Tales of Chivalry.* Rolfe.
11. *Story of Roland.* Baldwin.
12. *George Washington.* Scudder.
13. *Grandmother's Story of Bunker Hill Battle.* Holmes.
14. *The Spy.* Cooper.
15. *A Hunting of the Deer and Other Essays.* Warner. Riverside.
16. *Poems in Connection with Natural Science: The Northern Seas,* Mary Howitt; *The Palm Tree,* Whittier.
17. *Heart of Oak.* III.

## Seventh Grade.

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CENTRAL THOUGHT:—Citizenship.

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### I. EGYPT.

1. Geography: Structure; Geology; Climate; Plant and Animal Life.
2. Present Condition.
3. The Pyramids and What They Teach Us.
4. Statue of Rahotep and Nefert. The Mastabas.
5. The Myth of Osiris and the Judgment of the Dead. The Winged Globe.
6. The Lotus and Papyrus Used in Ornament.
7. How the Column Developed.
8. The Myth of Lotis.
9. Papyrus Used for Paper.
10. Egyptian Painting and Drawing.
11. The Temple of Karnak.
12. Rameses II.
13. Statues of Memnon. The Obelisks.
14. Story of Cinderella in Egyptian Form.
15. Church's Stories from Herodotus.

#### BOOKS:—

1. *Stories of the Nations: Egypt.*
2. *Rawlinson's Egypt.*
3. *Maspero's Egyptian Archæology.*
4. *Eber's Uarda. Seaside Library.*
5. *Smith's Ancient History of the East. Student's Series.*
6. *Wilkinson's Ancient Egyptians.*
7. *History of Ancient Egyptian Art. Chipiez & Perrot.*
8. *Pharaoh and Fella. Amelia Edwards.*
9. *A Thousand Miles up the Nile. Amelia Edwards.*



## II. THE CRITICAL PERIOD OF OUR HISTORY.

1. The United States After the Revolutionary War.
  - a. Disbanding of the Army. "The Cincinnati." Washington's Retirement.
  - b. Difficulty of traveling. Discontent with the Government.
2. The Federal Convention:
  - a. Shortcomings of the Articles of Confederation: No coercive authority; no power to levy taxes or collect revenues; no power to regulate commerce.
  - b. Steps leading to the Convention: Commissioners of Maryland and Virginia meet at Alexandria, 1785; Mt. Vernon; Trade Convention at Annapolis, 1786.
  - c. Members of the Convention.
  - d. The Convention: secret Session; Virginia Plan; New Jersey Plan; discussion; compromises: first, second, third.
3. The Constitution.
  - a. The Preamble.
  - b. The House of Representatives.
  - c. The Senate.
  - d. The President.
  - e. The Judicial Department.
  - f. Duties of Citizens.
4. Adoption of the Constitution; "The Federalist."
5. Washington made President.
6. The Ordinance of 1787.

### Books:—

1. *The Critical Period of Our History.* Fiske.
  2. *McMaster's History of the United States.*
  3. *Atlantic Monthly*, March, 1886.
  4. *Story on the Constitution.*
  5. *Civics for Young Americans.* Giffin.
  6. *The Rise of the Republic.* Frothingham.
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## III. GROWTH AND DEVELOPMENT OF THE UNION.

1. Hamilton and his Financial Policy.
  - a. Credit secured by adoption of Foreign Debt, Domestic Debt and State Debts.

- b. National Banking System and Mint
  - c. Internal Revenue.
  - d. Protective Tariff.
- 2. Political Parties.
  - a. Federalist.
  - b. Anti-Federal or Democratic Republican ; Origin and Leaders.
- 3. Settlement of our Foreign Relations.
  - a. Effects of French Revolution upon the United States; Neutrality Policy of Washington.
  - b. Jay's Treaty ; Settlements in the Northwest ; Wars with the Indians in the West ; Session of Western Forts.
  - c. Retirement of Washington ; His Farewell Address.
  - d. Presidency of Adams.
  - e. Hostility with France.
  - f. Alien and Sedition Laws.
  - g. Defeat of the Federals ; Jefferson.
  - h. Louisiana Purchase ; Expedition of Lewis and Clarke.
  - i. Aaron Burr and Hamilton ; The Embargo Act.
  - j. Madison's Election.
- k. War with England, 1812. Cause: Initial Steps; Orders in Council; Firing upon the Chesapeake; The President and Little Belt; Battle of Tippecanoe. Events: Naval Victories; Invasion of Canada; The Creek War; The Destruction of Washington; Battle of Lake Erie; New Orleans; Treaty of Ghent; Results of War.

## Books :—

- 1. *Lodge's Life of Hamilton.*
- 2. *McMaster's History of the United States.*
- 3. *Johnson's War of 1812.*
- 4. *Library American Literature.* IV.—25, 346. II.—364, V.—105.
- 5. *Roosevelt's Naval War of 1812.*
- 6. *Drake's Making of the Great West.*
- 7. *Irving's Astoria.* *Eggleston's The Graysons.*
- 8. *Twenty Years in Congress.* Blaine.

## IV. FROM THE WAR OF 1812 TO THE CIVIL WAR.

THE LEADING POLITICAL IDEAS ARE CENTRALIZATION AND STATES RIGHTS.

1. The Hartford Convention.
2. The Tariff of 1816.
3. Review of the Federal Party, 1787-1816: Causes of Downfall: The Alien and Sedition Laws; Opposition to the War of 1812; The Hartford Convention.
4. The Missouri Compromise; Clay.
5. The Monroe Doctrine.
6. The Tariff; John Quincy Adams; Views of Calhoun, Webster and Clay.
7. Nullification; Calhoun; Speeches of Webster and Hayne; A. Jackson's Policy; The National Bank; Black Hawk War.
8. Whig Victory; Origin of Party. (Webster-Ashburton Treaty; Bunker Hill Monument Orations.)
9. The Mexican War:
  - a. Cause: Annexation of Texas.
  - b. Cause of Defeat of Whigs; Clay's Campaign; Polk; Magnetic Telegraph.
  - c. Campaigns: The Army of the West, Kearney-Fremont; The Army of the Center, Scott; The Army of the Occupation, Taylor.
  - d. Results of the War: The Wilmot Proviso; Free Soil Party; Omnibus Bill. (Gold in California; The Oregon Boundary.) Whittier's "The Angels of Buena Vista."
10. The Omnibus Bill.
11. Kansas-Nebraska Bill.
12. Know Nothing Party. (Telegraphic Cable.)
13. Dred Scott Decision and John Brown's Raid.
14. Election of Lincoln.
15. Territorial Growth of the United States. See Johnston's American Politics.
16. Comparison of Statesmen: Hamilton, Jefferson, Webster, Clay, Calhoun, Jackson. Century Mag., Dec. 1886.
17. Review of Tariff.

- a. Beginning of Tariff. Hamilton.
- b. Tariff of 1816; Position of North and South.
- c. Tariff of 1828; of 1832; Change of Position of North and South; Reasons; Calhoun.
- d. Arguments for and against Protective Tariff.
- 18. Review of Political Parties.
  - a. Federalist: 1787-1816.      a. Anti-Federalist or Democratic Republican: 1787-1801-1824.
  - Platform: { 1. National Sovereignty.      Platform: { 1. State Sovereignty.
  - { 2. Opposition to France.                                { 2. Favored France.
  - Causes of Fall: { 1. Alien and Sedition Laws.      Jefferson, Madison,
  - { 2. War of 1812.                                        Monroe.
  - { 3. Hartford Convention.
  - b. National Republican: 1825-1835.      b. Democratic: 1829-1892.
  - Platform: { 1. Public Improvements.
  - { 2. Protective Tariff.
  - { 3. National Bank.
  - J. Q. Adams.
  - c. Whigs: 1835-1856.
  - Platform: { 1. National Sovereignty.
  - { 2. Opposition to Mexican War.
  - (Abolition and Free Soil.)
  - d. Republican: 1861-1898.
- Books:—
  - 1. Hale's Stories of Invention.
  - 2. Recollections of a Lifetime. Goodrich. (Peter Parley.)
  - 3. Coffin's Building of the Nation.
  - 4. History of the People of the United States. McMaster.
  - 5. History of the United States. Schouler.
  - 6. Constitutional History of the United States. Von Holst.
  - 7. Statesmen Series.

## V. THE CIVIL WAR.

- 1. Causes { Slavery.
- { Distant. { States Rights and Centralization.
- { Tariff.
- { Immediate.

## CHIEF POINTS IN THE HISTORY OF SLAVERY.

- a. Introduction of Slave Trade.
- b. Slavery in Northern States.
- c. Views of the Founders of the Government.

## COURSE OF STUDY

- d. Ordinance of 1787 ; Northwest Territory.
- e. Cotton Gin ; King Cotton.
- f. Killing of Lovejoy ; Mobbing Garrison.
- g. Colonization Scheme.
- h. Missouri Compromise, 1820.
- i. Mexican War.
- j. Admission of Texas.
- k. Wilmot Proviso ; Free Soil Party.
- l. Clay's Omnibus Bill ; Fugitive Slave Law.
- m. Kansas.
- n. Repeal of Missouri Compromise.
- o. Squatter Sovereignty, 1854.
- p. Border War : Kansas.
- q. Dred Scott Decision.
- r. John Brown Raid.

Biography: Garrison, Lovejoy, Seward, Lincoln, Phillips.

## STATES RIGHTS AND CENTRALIZATION REVIEWED.

- a. Confederation of States.
- b. Constitution of the United States ; The Union.
- c. Adoption of Constitution by States.
- d. Nullification of South Carolina,
- e. The Hartford Convention.
- f. Doctrine of Secession.

Biography : Hamilton, Jefferson, Webster, Calhoun.

## THE TARIFF REVIEWED.

- a. Why the North Demanded High Tariff.
- b. Arguments of the South for Free Trade.
- c. Attitude of Great Britain toward the Southern Confederacy.
- d. Tariff for Revenue.
- e. Tariff for Protection of Industries.

Biography: Clay.

## 2. INCENTIVES.

- a. Mutual Ignorance of Sections in Regard to Each Other
- b. Demagogues on both sides.
- c. Fear that slavery would be abolished.

## 3. INITIAL STEPS.

- a. Election of Lincoln.
- b. Secession of South Carolina.
- c. Secession of other States.

- d. Southern States that did not secede.
- e. Fort Sumter.
- f. Baltimore Riot.
- g. Call for 75,000 men.
- h. Taking of U. S. Arms by Government Officials.

4. ORGANIZATION OF ARMIES.

- a. Military Situation in the South.
- b. Military Situation in the North.
- c. Army Organization:  
Regular Troops; Volunteers; Company; Regiment;  
Brigade; Division; Corps.
- d. Arms and Ammunition; Supplies; Clothing; Food.

5. LINES OF ATTACK AND DEFENCE.

- a. On to Richmond; Central Line.
- b. Connection of the East and West.
- c. Line of the Mississippi.
- d. The Blockade.
- e. Defence of Neutral and Non-seceding States.
- f. Defence of Washington.

6. CAMPAIGNS.

- a. War in the East.  
Bull Run; Fair Oaks; Seven Days; Antietam; Chancellorsville; Gettysburg; The Wilderness; Richmond.
- b. War in the West:  
Fort Henry; Fort Donelson; Shiloh; Corinth; Murfreesboro; Chickamauga; Chattanooga; March to the Sea.
- c. The Mississippi.  
Island No. 10; Memphis; Vicksburg; Arkansas Post; Vicksburg.
- d. The Blockade.  
Sumter; Hatteras Inlet; Trent Affair; The Monitor and the Merrimac; New Orleans; Charleston; Fort Fisher; Mobile.

7. RESULTS OF WAR.

BOOKS:—

- 1. *Battles and Leaders of the Civil War.* Century Company.
- 2. *Life of Lincoln.* Nicolay & Hay.
- 3. *Pollard's Lost Cause.*
- 4. *Alexander Stephens' History of the War.*

## COURSE OF STUDY

5. *Greeley's Great American Conflict.*
  6. *Grant's Autobiography.*
  7. *Bugle Echoes or Poems of the Civil War.* Francis F. Browne.
  8. *Draper's Civil War.*
  9. *Autobiography of Jefferson Davis.*
  10. *Campaigns of the Civil War.* Scribner.
  11. *Brief History of the Civil War.* Rossiter Johnson.
  12. *Century Magazine.* Vol. XIII. *The Grand Strategy of the Civil War.* Sherman.
  13. *The Drum Beat of the Nation; Marching to Victory; Redeeming the Public; Freedom Triumphant.* Coffin.
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## VI. SINCE 1865.

1. Reconstruction.
  2. Atlantic Cable.
  3. Amendments to the Constitution.
  4. Treaty with China ; "The Chinese Question."
  5. Pacific Railroads.
  6. Alabama Claims ; Fisheries.
  7. Admission of States.
  8. Present Condition of Country.
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## VII. CIVICS.

1. Labor and Capital.
2. Free Trade and Protection.
3. The Tariff.
4. Money.
5. Constitution of the United States.
6. Government of Illinois.
7. Good Citizenship.
8. Government of England, France and Germany.

## Books:—

1. *Fiske's Civil Government of the United States.*

2. *Jevon's Primer of Political Economy.*
3. *Bryce's American Commonwealth.*
4. *Trowbridge's Illinois and The Nation.*
5. *Nordhoff's Politics for Young Americans.*
6. *Story on the Constitution.*
7. *The American Citizen. Dole.*

## VIII. READING.

1. Longfellow's Building of the Ship.
2. Lowell's Under the Old Elm.
3. Martineau's Peasant and Prince.
4. Whittier's Among the Hills.
5. Whittier's Snow Bound.
6. Lowell's Biglow Papers.
7. Longfellow's Keramos.
8. Lowell's Garrison, Present Crisis and Freedom.
9. Whittier's Angels of Buena Vista and In War Time.
10. Lowell's Commemoration Ode.
11. Lincoln's Gettysburg Address and Other Papers.
12. The Webster-Hayne Debate.
13. Webster's Bunker Hill Orations.
14. Birds and Bees. Burroughs.
15. The Succession of Forest Trees and Wild Apples.
16. Poems in connection with Natural Science; as, The Petrified Fern, Mary Bolles Branch; The Daffodils, Wordsworth; To the Fringed Gentian, Bryant; The Living Temple, Holmes; A Strip of Blue, Lucy Larcom; The Way to Sing, Helen Hunt; The Rhodora, Emerson; The Humble Bee, Emerson; To the Dandelions, Lowell; The Wind Flower, Thomas; The Chambered Nautilus, Holmes.



## Eighth Grade.

CENTRAL THOUGHT:—Development of Representative Government.

### I. ENGLISH AND AMERICAN HISTORY.

1. Early Britain.
2. Saxon England.
3. Norman Period: The Age of Chivalry.
4. The Norman Conquest.
5. The Crusades.
6. The Feudal System.
  - a. Classes of Society in Feudal Times.
  - b. Life of Nobles; Castles; Life of Serfs.
  - c. Chivalry; Armor; Sports; Heraldry.
7. Read from Scott's *Ivanhoe* and Poems.
8. Gothic Architecture and Early Christian Art.
9. Magna Charta and the Formation of the English House of Commons.
10. Fall of Feudalism.
  - a. Invention of Gunpowder.
  - b. Printing.
  - c. Revival of Learning.
  - d. Great Discoveries.
11. The Tudor Period.
12. The Puritan Revolution.
13. Colonial History of America.
14. The Revolution of 1688.
15. The Revolutionary War in America.
16. The Reform Bill of 1832.
17. The French Revolution and its Effects in England and America.
18. The Slavery Question and the Civil War in America.
19. Reforms in England and America.
20. Comparison of Governments.

## BOOKS OF REFERENCE:—

1. *Short History of the English People.* Green.
2. *Introduction to the Middle Ages.* Emerton.
3. *Roman and Tenton.* Kingsley.
4. *Cry of the Britons.* Gildas.
5. *English Literature.* Taine.
6. *Life of King Alfred.* Hughes.
7. *Norman Conquest.* Freeman.
8. *Early English Thought.* Brother Azarias.
9. *History of Civilization.* Guizot.
10. *English Constitution.* Creasy.
11. *Constitutional History of England.* Stubbs.
12. *Annals of a Fortress.* Viollet-le-Duc.
13. *History of England in the Eighteenth Century.* Lecky.
14. *Life of William Pitt.* Macaulay.
15. *The Epoch of Reform.* McCarthy.
16. *Gladstone and his Contemporaries.* Archer.
17. *Chartism.* Carlyle.
18. *The Nineteenth Century.* Mackenzie.
19. *History of Our Own Times.* McCarthy.
20. *Longer History of the English People.* Green.
21. *History of England.* Gardiner.
22. *Britannica Article on England.*

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 II. READING.

1. Shakespeare's Julius Caesar.
2. Selections from Longfellow's Saga of King Olaf.
3. Scott's Tales of a Grandfather.
4. Scott's Talisman.
5. Scott's Ivanhoe.
6. Longfellow's Nuremberg.
7. Longfellow's Golden Legend.
8. Scott's Lady of the Lake.
9. Scott's Marmion.
10. Tennyson's Holy Grail.
11. Lowell's Vision of Sir Launfal.
12. Tennyson's Sir Galahad and The Lady of Shalott.
13. Shakespeare's Merchant of Venice.
14. Lowell's Columbus.
15. Lowell's A Glance Behind the Curtain.

16. Lowell's Biglow Papers.
17. Lowell's Commemoration Ode.
18. Coleridge's Ancient Mariner.
19. Longfellow's King Robert of Sicily.
20. Sohrab and Rustum, Matthew Arnold.
21. Sharp Eyes and Other Papers, Burroughs.
22. Heart of Oak. V.

## Outline of Work in History and Literature.

SEPTEMBER.

### First Grade.

**HISTORY.**—Study of home life: food, clothing, shelter. Use of a house; how it is made. Building of a house with sticks. Story of Hiawatha's wigwam. Study of tools used by the Indians in building.

**LITERATURE.**—Story of Hiawatha's Childhood, Longfellow. Story of Clytie, from Cooke's Nature Myths and Stories. The Happy Family, Hans Andersen.

**MATERIALS AND APPARATUS.**—Tools and weapons from historical cabinet. Clay, sticks and twigs for building.

**DIRECTIONS FOR THE TEACHER.**—Lead the children to see the difficulty of building a modern house. Division of labor involved. Let them experiment in house-building: caves; branches of trees bound together; twigs; poles in wigwam form. Tell the story of Indian life in the wigwam. Story of Hiawatha's Childhood. Let the children invent tools and decide upon uses of Indian tools.

**STUDY AND REFERENCE.**—Houses and Home Life, Morgan; Discovery of America, Fiske; Homes and Habitations of Man, Viollet-le-Duc; Childhood of the World, Clodd.

**MAKING.**—Model of an Indian wigwam covered with skin; construct to a definite scale.

**MOLDING.**—Illustrations of history and literature.

**PAINTING.**—Scenes of Indian life.

**DRAWING.**—Blackboard illustrations.

**ORAL READING.**—Blackboard sentences.

**FORM AND NUMBER.**—Forms and numbers connected with making.

**POEM.**—The Brown Thrush, Lucy Larcom.

**SONGS.**—The Flower Bed, Milkweed Babies and We Plow the Fields and Scatter, from Eleanor Smith's Song Books, I. and II.

## Second Grade.

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**HISTORY.**—Primitive methods of agriculture.

**LITERATURE.**—Myths of the Earth as a Producer—*e. g.*, Demeter, Frigga, and Indian Earth-myth. (Primitive Culture, Tylor.)

**MATERIALS AND APPARATUS.**—Clay, twigs, skin, for making primitive homes.

**DIRECTIONS FOR THE TEACHER.**—Develop the ideas of invention to meet primitive necessities: food, shelter and clothing. Let the children imagine the conditions and invent ways of providing for these. Visit Field Museum for the actual implements and primitive houses to be found there. Use pictures in the historical cabinet, to show the various methods of obtaining food and clothing.

**STUDY AND REFERENCE.**—Primitive Culture, Tylor; Mythology, Cox; Norse Mythology, Anderson; Early Man in Britain, Dawson; Primitive Man, Figuiet; Primitive Society, Morgan; Man before Metals, Joly.

**MAKING.**—Building of caves, huts and wigwams. Models of farms and agricultural implements. Cutting of dolls to illustrate costume.

**MODELING.**—Houses and implements; animals connected with primitive society.

**MOLDING.**—In connection with paper-cutting, scenes from primitive life.

**PAINTING.**—Illustrations of history and literature.

**DRAWING.**—Illustrations of history and literature. Sketching from objects at Field Museum.

**ORAL READING** (from printed slips).—Stories and descriptions in connection with history; Alice's Supper; The Little Red Hen.

**POEM.**—The Little Red Hen, Appleton's First Reader.

**SONG.**—Indian Lullaby.

## Third Grade.

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**HISTORY.**—Inventions in modes of cultivating the soil ; ploughing.

**LITERATURE.**—Story of Robinson Crusoe : The Shipwreck ; The Island ; Visit to the Ship.

**MATERIALS AND APPARATUS.**—Pictures from historical cabinet. Clay and sticks for building.

**DIRECTIONS FOR THE TEACHER.**—Trace methods of cultivating the soil from the most primitive ways to those of our own time. Let the children suggest each improvement. Show effects of improved methods of agriculture upon social life. Tell the story of Robinson Crusoe to the children. Lead them to decide what means Robinson will take to provide himself with shelter, food and clothing. Follow the story-telling and discussion with reading, drawing and making.

**STUDY AND REFERENCE.**—Industrial Arts, Butterworth ; Encyclopedias.

**MAKING.**—Illustrations of modes of ploughing. Model of Robinson Crusoe's ship and house.

**MOLDING.**—Illustrations of history and literature.

**PAINTING.**—Scenes described in history lessons.

**DRAWING.**—Blackboard illustrations of history and literature.

**ORAL READING.**—Robinson Crusoe for Boys and Girls, McMurry and Husted. (Public School Publishing Co.) Young Folk's Robinson Crusoe. (Lee & Shepard.)

**FORM AND NUMBER.**—Forms and numbers necessary for making Robinson's ship.

**POEM.**—The Archer, Frank Dempster Sherman.

**SONG.**—The Sun's Travels, from Twelve Songs for Twelve Boys, Eleanor Smith.

## Fourth Grade.

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**HISTORY.**—Home life in the Homeric age.

**LITERATURE.**—Stories adapted from the Odyssey: Ulysses' Home in Ithaca; The Trojan War.

**MATERIALS AND APPARATUS.**—Pictures from historical cabinet. Clay, blocks and bricks for building.

**DIRECTIONS FOR THE TEACHER.**—Tell the story of Ulysses leaving his home in Ithaca for the Trojan War. Picture the island of Ithaca and the palace of Ulysses. The children may model the house in clay or build it with bricks. Compare the southern house, the "house of the court," with the northern house, the "house of the hall." Tell very briefly the story of the Trojan war. Picture the city of Troy and Priam's palace. Mold these in clay. Story of the wooden horse.

**STUDY AND REFERENCE.**—Schliemann's Troy, Burckhardt; Early Chapters in Greek History, Gardiner; The life of the Greeks and Romans, Guhl and Köner.

**MAKING.**—Model of Greek house with blocks or bricks.

**MODELING.**—Walled towns and palaces of early Greeks.

**MOLDING.**—The island of Ithaca. The Troad.

**PAINTING.**—Scenes illustrating stories.

**DRAWING.**—Blackboard illustrations of stories.

**ORAL READING.**—Selections from The Adventures of Ulysses, Lamb; Palmer's translation of the Odyssey, or Butcher and Lang's.

**POEM.**—The Shepherd of King Admetus, Lowell.

**SONG.**—God Sends the Bright Spring Sun, Eleanor Smith.

## Fifth Grade.

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**HISTORY.**—The American Indians.

**LITERATURE.**—Longfellow's *Hiawatha*: The Peace-Pipe; The Four Winds; *Hiawatha's Childhood*.

**MATERIALS AND APPARATUS.**—Specimens of Indian tools and weapons from historical cabinet.

**DIRECTIONS FOR THE TEACHER.**—Locate tropical forest regions, temperate forest regions and mountain regions. Show by discussion the effect of each of these regions upon the aborigines. What occupations would you expect to find in each of these regions? Trace the effects of occupations upon inventions, social life and government. Locate the most important Indian tribes. (This study will serve as an introduction to the special study of the Iroquois and the Aztecs in the following months.)

**STUDY AND REFERENCE.**—History of America, Payne; Discovery of America, Vol. I, Fiske; Houses and House Life, Morgan; Ancient Society, Morgan.

**MODELING.**—Maps of regions studied.

**PAINTING.**—Scenes illustrating literature.

**DRAWING.**—Scenes illustrating history and literature.

**ORAL READING.**—Selections from books of reference.

**SUBJECT READING.**—Longfellow's *Hiawatha*.

**POEM.**—A Chippewa Legend, Lowell.

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## Sixth Grade.

**HISTORY.**—The French and Indian War.

**LITERATURE.**—Longfellow's *Evangeline*.

**MATERIALS AND APPARATUS.**—Pictures from historical cabinet. Maps.



**DIRECTIONS FOR THE TEACHER.**—Compare the French and English Colonies in America in extent of territory, population, military strength, relations with the Indians, social life, and government. Which appears to have the advantage in the coming struggle? Picture life in a French settlement. What territory did each hope to gain by the war? Show the relation of geography to the strategy of the war. Tell briefly the story of William Pitt and the Seven Years' War in Europe. How was the American war affected by this European struggle? War in India. Lord Clive. Show the great results of these wars in both Europe and America.

**STUDY AND REFERENCE.**—Old Regime in Canada, and Wolfe and Montcalm, Parkman; Romance of the French Explorers, Fiske; Article in Harper's Magazine, Vol. LXV, on the Fall of the French Power in America.

**MODELING.**—Maps of regions studied.

**DRAWING.**—Scenes illustrating history and literature.

**PAINTING.**—Scenes illustrating history and literature.

**ORAL READING.**—Longfellow's Evangeline.

**SUBJECT READING.**—The Spy, Cooper; The Story of Tonty, Catherwood.

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## Seventh Grade.

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**HISTORY.**—The Critical Period of American History. The Constitution.

**LITERATURE.**—The Peasant and Prince, Harriet Martineau.

**MATERIALS AND APPARATUS.**—The Constitution; The Federalist. Pictures from historical cabinet.

**DIRECTIONS FOR THE TEACHER.**—Discussion of possible methods of organization. The Town-meeting. Trace the development of English representative government. Compare colonial governments. Articles of Confederation and their weakness. The necessity for the Constitution: the laws of trade; money; boundaries. The obstacles in the way of establishing a union. The results of the invention of the railroad. Difficulty of communication in the early period. The meeting at Mount Vernon. Washington's part in this. The Convention of Annapolis. The Constitutional Convention. Discussions on the Virginia and New Jersey plans. The Compromises.

**STUDY AND REFERENCE.**—Critical Period, Fiske; History of the United States, Vol. I, McMaster; Lives of Hamilton and Jefferson, Statesmen Series.

**DRAWING.**—Map of the thirteen colonies.

**POEM.**—The Building of the Ship, Longfellow.

**SONG.**—A Thousand Years, My Own Columbia.

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## Eighth Grade.

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**HISTORY.**—Early Britain.

**LITERATURE.**—Selections from Wordsworth's Ecclesiastical Sonnets. Kingsley's Roman and Teuton: The Forest Children.

**MATERIALS AND APPARATUS.**—Good relief maps of Europe and the British Isles. Pictures of Roman life; of Teutonic costume, weapons, dwellings and boats; of scenes illustrating the geography involved.

**DIRECTIONS FOR THE TEACHER.**—Begin with a discussion of the possible methods of social organization. Give the children an idea of the Roman principles of government by a brief study of the ancient city organization in Athens and Rome. The object of this is to show, by comparison, the nature of the Teutonic or English principle of government. The Teutonic migrations must then be surveyed as a whole and a general picture of the fall of the Roman Empire be given the children. The early invasions of England will then be understood and the Saxon invasion made prominent.

**STUDY AND REFERENCE.**—Life of Cæsar, Froude; Ancient City, Coulanges; Introduction to the Middle Ages, Emerton; Britannica article on England; Roman and Teuton, Kingsley; Decline and Fall of the Roman Empire, Gibbon; Annals of a Fortress, Viollet-le-Duc; Cry of the Britons, Gildas.

**MOLDING.**—Roman camp. Maps of Europe and Britain.

**PAINTING.**—Roman and Teutonic costume.

**DRAWING.**—Roman fortification.

**ORAL READING.**—Victory of the Vanquished, Chap. I, Mrs. Charles and Shakespeare's Julius Cæsar.

**SONG.**—Men of Harlech, from Children's Songs, Tomlins.

## Outline of Work in History and Literature.

OCTOBER.

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### First Grade.

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**HISTORY.**—Continuation of the study of Indian home life. Modes of getting food.

**LITERATURE.**—Story of Mondamin and The Four Winds, from Hiawatha.

**MATERIALS AND APPARATUS.**—Stone tools from historical cabinet. Clay and sticks for building.

**DIRECTIONS FOR THE TEACHER.**—Picture the forest region and discuss kinds of food that could be obtained. Tools necessary; how obtained. Improvements in tools. Beginnings of agriculture; the maize. Story of Mondamin. Let the children experiment with different kinds of tools and suggest improvements.

**STUDY AND REFERENCE.**—See outline for September.

**MAKING.**—Model of wigwam.

**MODELING.**—Illustrations of modes of getting food.

**MOLDING.**—Indian tools from cabinet.

**PAINTING.**—Scenes illustrating Indian life. Indian tools and arrow points.

**DRAWING.**—Blackboard illustrations of lessons in history and literature.

**ORAL READING.**—Blackboard sentences.

**FORM AND NUMBER.**—Forms and numbers necessary for making wigwams.

**POEM.**—The Raindrop, Normal Third Reader.

**SONG.**—Sunshine Song and Rain Song, from Eleanor Smith's Song Book.

## Second Grade.

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**HISTORY.**—September plan continued. Lake Dwellers.

**LITERATURE.**—Story of Cato. Story of Millet's Life. Longfellow's Hiawatha. Myths of fruits and animals.

**MATERIALS AND APPARATUS.**—Clay, twigs and sticks for building of dwellings.

**DIRECTIONS FOR THE TEACHER.**—Take the class to see farms, gardens, flour-mills and grain elevators. Go to the Art Institute to see the pictures of Millet, Breton, and other painters who have taken subjects from agriculture. Emphasize the dependence of the world upon labor for the obtaining of food, clothing and shelter. Build lake-dwellings and picture the life of the inhabitants. Show the transition from stone to bronze in the making of implements.

**STUDY AND REFERENCE.**—Man before Metals, Joly; Dawn of History, Keary.

**MAKING.**—Homes of Lake Dwellers. Boats of Lake Dwellers.

**MODELING.**—Illustrations of history.

**MOLDING.**—Implements.

**PAINTING.**—Illustrations of history—*e. g.*, Swiss lakes; costumes; industries.

**DRAWING.**—With chalk or charcoal: same subjects as in painting.

**ORAL READING.**—Printed slips.

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## Third Grade.

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**HISTORY.**—Inventions in pottery. Story of Palissy, the potter, and of Luca della Robbia.

**LITERATURE.**—Robinson Crusoe continued: Robinson's house; his work; exploring the island; cooking and making of pottery.

**MATERIALS AND APPARATUS.**—Vessels of clay of the Mound Builders, from historical cabinet. Pieces of ornamented pottery (Indian), from historical cabinet. The potter's wheel. Casts and photographs of Luca della Robbia ware. Wood for making.

**DIRECTIONS FOR THE TEACHER.**—Let Robinson Crusoe's need of pottery suggest the need of all primitive peoples. Let the children experiment with clay and invent a variety of forms. Compare their dishes with those in the cabinet. Discover that they will not hold water. Bake them in an oven prepared for the purpose. Decorate them with original designs. Make an excursion to the Field Museum to compare the work of the children with that of primitive peoples. After this excursion, it may seem best to have the work done again. Tell the story of the potter's wheel and compare the work done with the wheel and that of primitive people. Tell the story of Palissy, the potter, and compare glazed pottery with that unglazed. Tell the story of the Porcelain Stove, from Kate Douglas Wiggin's Story Hour.

**STUDY AND REFERENCE.**—Handbook of Pottery, Estropp; Life of Palissy, the Potter; Lives of the Painters, Vasari; Keramos, Longfellow.

**MAKING.**—Furniture of Robinson Crusoe's house.

**MODELING.**—Illustrations of Robinson Crusoe's work.

**MOLDING.**—Vessels of various kinds.

**PAINTING.**—Clay vessels, from cabinet.

**DRAWING.**—Clay vessels, from cabinet.

**ORAL READING.**—Story of the Porcelain Stove, from Kate Douglas Wiggin's Story Hour.

## Fourth Grade.

**HISTORY.**—The Trojan house and home continued.

**LITERATURE.**—Stories adapted from the Odyssey: Leaving Troy; The Lotus-Eaters; The Cyclopes; Æolus and the Bag of Winds.

**MATERIALS AND APPARATUS.**—Pictures from historical cabinet. Wood for making Ulysses' ship.

**DIRECTIONS FOR THE TEACHER.**—Relate the stories adapted from the Odyssey and let the pupils reproduce them by telling, drawing and writing. Continue the study of the architecture of the Homeric Age, the tools and implements, weapons of war, and ships.

**STUDY AND REFERENCE.**—See outline for September. Palmer's translation of the *Odyssey*, or Butcher and Lang's, or Bryant's.

**MAKING.**—Model of Ulysses' ship constructed to a scale.

**MODELING.**—Scenes illustrating life in the Homeric Age.

**PAINTING.**—Illustrations of stories told.

**DRAWING.**—Illustrations of stories told.

**ORAL READING.**—The *Adventures of Ulysses*, Lamb (Ginn & Co.); also found in *Heart of Oak*, II (D. C. Heath). Selections from Butcher and Lang's translation of the *Odyssey* (Macmillan) or Palmer's (Houghton & Mifflin).

**POEM.**—*Pegasus in Pound*, Longfellow; *Pegasus in Harness*, Schiller.

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## Fifth Grade.

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**HISTORY.**—The Iroquois Indians.

**LITERATURE.**—Longfellow's *Hiawatha* continued: *Mudjekeewis*; *The Fasting*; *Hiawatha's friends*.

**MATERIALS AND APPARATUS.**—Tools, weapons and pottery from historical cabinet. Pictures of Indian life. Sticks for making the "long house."

**DIRECTIONS FOR THE TEACHER.**—Study the geographical region occupied by the Iroquois. Discuss the occupations which this region would develop. Describe the Iroquois at work. Describe their tools and weapons; their pottery and clothing. Describe their social life, and show need of large houses. Study the "long house." Let the pupils classify the Iroquois according to Morgan's stages of culture.

**STUDY AND REFERENCE.**—See outline for September.

**MAKING.**—The "long house" of the Iroquois.

**MODELING.**—Map of region studied.

**MOLDING.**—Indian tools.

**PAINTING.**—Illustrations of *Hiawatha*.

**DRAWING.**—Illustrations of *Hiawatha*.

**ORAL READING.**—Longfellow's *Hiawatha*.

**SUBJECT READING.**—Selections from books of reference.

## Sixth Grade.

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**HISTORY.**—The Incas.

**LITERATURE.**—Longfellow's *Evangeline* continued.

**MATERIALS AND APPARATUS.**—Pictures from historical cabinet. Objects in Field Museum. Blocks or bricks for building.

**DIRECTIONS FOR THE TEACHER.**—Study the geography of ancient Peru. Mold and draw the region. Compare this region with that occupied by the Iroquois in effects upon primitive people. What occupations would you expect to find among these mountain valleys? Study the occupations of the Incas. Trace the effect of their occupations upon their inventions, their social life and government. Compare their stage of culture with that of the Iroquois. Visit Field Museum. Tell the story of Pizarro.

**STUDY AND REFERENCE.**—See reference list.

**MAKING.**—Model of building of the Incas.

**MODELING.**—Structure maps of ancient Peru.

**DRAWING.**—Structure maps of ancient Peru.

**PAINTING.**—Scenes illustrating *Evangeline*.

**ORAL READING.**—Longfellow's *Evangeline*.

**SUBJECT READING.**—Story of Pizarro, Towle. Selections from books of reference.

**POEM.**—Songs of Labor, Whittier.

**SONG.**—Come, Ye Thankful People, School Hymnary.

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## Seventh Grade.

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**HISTORY.**—The Period of Weakness in American History. The Federalists. The Influence of the French Revolution. The Constitution.

**LITERATURE.**—The Peasant and Prince, Harriet Martineau (continued.)

**MATERIALS AND APPARATUS.**—Pictures illustrating the period.

**DIRECTIONS FOR THE TEACHER.**—Trace party divisions arising from interpretations of the Constitution, Hamilton's financial policy and the French Revolution. To give the picturesque side of the period, describe Washington's Inaugural, Social life at the Capital, and Washington's Farewell. Causes of the fall of the Federalists from power.

**STUDY AND REFERENCE.**—Lives of Hamilton and Adams in the Statesmen Series. History of the United States, McMaster. History of the United States, Schouler.

**SUBJECT READING** by the children.—Building of the Nation, Coffin.

**POEM.**—The Fatherland, Lowell.

**SONG.**—The Patriot's Prayer, Abt, School Hymnary.

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## Eighth Grade.

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**HISTORY.**—Saxon England.

**LITERATURE.**—Hughes' Scouring of the White Horse.

**MATERIALS AND APPARATUS.**—Relief maps of Britain. Pictures of English scenes.

**DIRECTIONS FOR THE TEACHER.**—Study first the geography of Britain: its position and surface as significant in its history. Make such a thorough study of the life of the Saxons that they will stand out as an actual living people. Study their games and hunting; methods of war and of organization; their literature; the details of their life in all respects. This may all be centered about the life of King Alfred.

**STUDY AND REFERENCE.**—Making of England, Green; English Literature, Taine; Life of King Alfred, Hughes; Norman Conquest, Freeman; Early English Thought, Brother Azarias; Britannica article on England.

**MODELING.**—Map of England.

**ORAL READING.**—Selections from Wordsworth's Ecclesiastical Sonnets. Selections from the Sagas of King Olaf, Longfellow. Garth and Wamba, from Ivanhoe.

**POEMS.**—Selections from Longfellow's Sagas of King Olaf. How the Earth was Made, from The Eddas.



## Outline of Work in History and Literature.

NOVEMBER.

### First Grade.

The children will reproduce the industries of farm life in connection with the harvesting of food. Model with sand, clay, sticks and paper-cutting a farm with grain ripe for cutting, with the reapers at work, with grain stacked in the field, with the threshing machine in use, with grain stored in barns. Carry this work only as far as experience of children in visiting farms will warrant. Pictures may add somewhat to experience.

Study the method of transportation of food in a similar way. Describe a harvest festival. Recall what the children remember of Thanksgiving Day. Why celebrated? Tell stories of the Pilgrim Fathers.

1. The Voyage.—Pictures and model of the ship used. Very simple reason given for their leaving home. What kind of homes left. What they brought with them. Prominent people named. How they dressed. Oceanus and Peregrine White. Comparison of the Mayflower with an ocean steamer. Length of time of voyage compared with one of our time.

2. The Landing.—Season. Appearance of Plymouth. Plymouth Rock. First work to be done. Exploration.

3. Building of Homes. Material to be found. Tools brought with them. Store-house. Children select the best wood for house-building and from pictures decide how the houses were built. Size. Compare with wigwam previously studied. Make a model house to a definite scale. Use mud for plaster and oiled paper for windows; thatched roof.

4. Make paper dolls to illustrate clothing of men, women and children. Picture interior of homes and kinds of work done.

5. Tell story of the first winter, the meeting with Samoset and Squanto in the spring, the summer work, and the first harvest.

6. Story of the first Thanksgiving day. The poem, "Thanksgiving Day," by Lydia Maria Child, may be memorized.

**DRAWING AND PAINTING.**—Harvest scenes and illustrations of Pilgrim life.

**READING.**—Blackboard sentences written by the teacher in connection with each topic given above, and sentences from the school printing press.

**WRITING.**—Blackboard sentences.

**BOOKS OF REFERENCE.**—Pilgrims and Puritans, Moore. History of Plymouth Plantation, by Governor Bradford. (Maynard and Merrill; 12c.) Harper's Magazine, vol. viii, p. 36. (Dec., 1853); vol. lxvi, p. 706 (April, 1883); vol. liv, p. 180 (Jan., 1877). Century Magazine, vol. iii, p. 61 (Nov., 1882).

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## Second Grade.

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### *Cliff Dwellers and Pueblos.*

**REFERENCES FOR THE TEACHER.**—Houses and Houselife, Morgan; Discovery of America, Fiske; Making of the Great West, Drake; Century Magazine, 1882; Scribner's Magazine, vols. xiii and xvii.

**DIRECTIONS FOR THE TEACHER.**—By means of blackboard drawings and other pictures the children should be shown the nature of the region in which the cliff dwellings and Pueblos are found and the materials which the inhabitants had to work with. The occupations of these people may then be developed in part from the geography and further shown by pictures. The story of the invasions by the northern tribes will lead to a consideration of the dwelling places of these people, and, by means of pictures, the life in these dwellings may be fully imagined. The cliff-dwellings and Pueblos are to be modeled in clay and the inhabitants and all their possessions either modeled or cut from paper. The teacher must write reading lessons to accompany this. Every lesson should consist of a presentation, by the teacher, of the materials for work and of the action of the pupils upon these materials, as they use it to make their conclusions, and, finally, of the expression of these conclusions in writing, drawing, painting, or making.

## Third Grade.

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*Robinson Crusoe and ways of telling time.*

**MATERIALS.**—Sun-dial, water-clock, sand-glass, clock-face.

**DIRECTIONS FOR THE TEACHER.**—The necessity for a measurement of time must first be developed. This may be accomplished by making use of the story of Robinson Crusoe, which is now being taught in this grade. Some good stories illustrative of the idea may be added. Stockton's "Clocks of Rondaine" is good for the purpose, and this may be read or told to the children. The children should observe the movement of shadows and make a sun-dial. The limitations in the use of the shadow as a means of measurement will quickly appear. King Alfred's device of the candle, the water-clock, and sand-glass overcome these difficulties. The water-clock and sand-glass should be made and operated. Problems in number arise in the making of the apparatus and in its application to the measurement of time.

**NOTES ON ROBINSON CRUSOE.**—Topics: Keeping diary; fishing; capturing goats; making a boat and making some clothing. Method: Present conditions and lead the children to draw their own inferences in regard to the probable action of Robinson Crusoe. Tell the story and compare with the children's conclusions. Work out the notion of shepherd life and its effects upon people.

The children will reproduce the story in a variety of ways..

**READING.**—Robinson Crusoe (McMurry and Husted).

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## Fourth Grade.

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*Continuation of stories from the Odyssey: Circe's Palace; The Song of the Sirens; Calypso's Island; Building the Raft; The Tempest; The Phæacian Land.*

Do not expect the children to understand the maps of the regions studied. Draw while giving descriptions. The children will draw scenes illustrating the stories told. They will make Ulysses' raft in wood to a definite scale. Continue the study of the Trojan palace, reproducing it in clay; also study the ornaments, tools and weapons, as found in Schliemann's collection. (See Schliemann's Troy, Burckhardt, and Early Chapters in Greek History, Gardiner.)

ORAL READING.—Circe's Palace, from Hawthorne's Tanglewood Tales,

The children will memorize selections from the poem "Ulysses and the Siren," by Samuel Daniel.

### PRIAM'S PALACE.

The palace consisted of two main buildings, the larger one having been the men's apartments, and the smaller the women's.

The first building was 113 feet 3 inches long and 42 feet 6 inches wide. The walls were 4 feet 9 inches thick. In the front was a room 33 feet square. In the centre of the rear hall was a circular hearth 13 feet in diameter. This second room was 66 feet long.

The walls of the second building were 4 feet 1 inch thick. The first room was 20 feet long; the doorway leading into the next room being 6 feet 6 inches wide. The second room was 24 feet long; the doorway at the left, leading into the last room, being about one-half the size of the other. The last room was 29 feet 3 inches long.

Draw the ground plan of the palace to a scale (1-16 inch to a foot); the building to a larger scale ( $\frac{1}{2}$  inch to a foot). Width of brick,  $\frac{1}{2}$  of length, three bricks laid sidewise constituting the thickness of the wall.

Cement—clay, mixed with straw. Floor—plain surface of beaten clay. Roof—horizontal beams, planks and clay.

Clay bricks to be fired before building (contrary to the custom in Priam's time when firing was done after, channels being made through the wall for better baking.)

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## Fifth Grade.

*Study of the Indians continued: the Aztecs.*

Study first the geography of the plateau and valley of Mexico. Why? Let the pupils decide from the geography what the occupations of the people would be. Compare with those of other Indians. Give reasons for the differences. Draw a plan of Aztec Mexico City and study the architecture of these people. Relation of social life to architecture. Clan. Ownership of property. An excursion to the Field Museum will show the tools used by the Aztecs, their pottery

and clothing. From these and their occupations decide as to their stage of progress. Let the children make individual reports and draw their own inferences. Compare these inferences and suggest such points as will help to correct errors in them. From reference books the children may gain a knowledge of the social life and government of the Aztecs. Lead them to compare these with the social life and government of other Indian tribes and give reasons for the differences. Story of Cortez and his conquest of Mexico. Compare the stage of progress of the Aztecs with that of the Spanish. Predict the future of the Aztecs had they remained unconquered.

Continue the reading of Longfellow's *Hiawatha*.

PAINTING.—Mexican birds, from specimens in school museum.

DRAWING.—Map of the plateau of Mexico and of the Aztec City of Mexico.

MOLDING.—Maps of Mexico.

ORAL READING.—Longfellow's *Hiawatha*.

REFERENCES.—Aztecs, Biart; Aztec Land, Ballou; Mexico, Rogers; Mexico, Ober; Conquest of Mexico, Prescott; Discovery of America, Fiske, vol. ii, p. 262; Harper's Magazine, vol. xii, p. 1 (Dec., 1855).

## Sixth Grade.

### *The Early Aryans.*

Study the geography of Central Asia, the Pamir and the Amoo-Daria basin. Compare this region with the home of the Incas studied last month. Read the story of *The Ten Boys on the Road from Long Ago to Now (The Aryan Boy)*, by Jane Andrews. Lead the children to draw inferences from the geography in regard to occupations of people. Make a list of words common to the Aryan languages from which the children may judge of the home, occupations, tools, houses, domestic life and comforts, the government and religion of the Early Aryans. Compare their conclusions with the statements made in the *Ten Boys*. Tell of the different regions thought to be the home of these people. Compare with the Peruvians.

MOLDING.—The Amoo-Daria basin.

DRAWING.—Maps of regions studied.

PAINTING.—Scenes of Early Aryan life.

**BOOKS OF REFERENCE.**—The Aryan Race, Morris; The Aryan Household, Hearn; Houses and Habitations of Man, Viollet-le-Duc; The House of the Aryans, Max Müller; The Ten Great Religions, James Freeman Clarke.

## Seventh Grade.

### *The Anti-Federalists.*

Read to the children a description of the inauguration of Jefferson (McMaster, vol. ii, p. 533.) Read a description of the city of Washington as it appeared at that time (McMaster, vol. ii, p. 483); also, Life of Dolly Madison (in Women of Revolutionary Times.) Read also of the excitement which prevailed because of the downfall of the Federalists. Recall similar conditions of our own time. Study the causes of the unpopularity of the Federalists by noting events of John Adams' administration. The children will give their own arguments in regard to the Alien and Sedition laws. Compare with arguments of Adams' time. Value of the first amendment to the Constitution discussed. X. Y. Z. mission and its effects upon the political parties of that time (McMaster, vol. ii, pp. 376-78). Origin of "Hail, Columbia!" "Many Frenchmen and many Englishmen, but no Americans."

The Louisiana Purchase: Extent of Territory; how obtained; resources; exploration by Lewis and Clarke (see Sheldon's American History, p. 217); value to the United States. Compare Jefferson's action in this case with his previous political actions. Difficulties with England and France—Embargo Act.

**LITERATURE.**—Continue reading *The Peasant and Prince*, Harriet Martineau; *Under the Old Elm*, Lowell.

**BOOKS OF REFERENCE.**—Life of Jefferson, Morse (Statesmen Series); Twenty Years in Congress, Blaine; Lewis and Clarke's Expedition, Cones (Harper); Selections from Sheldon's American History; History of the United States, McMaster.

**MOLDING, DRAWING AND PAINTING.**—The United States before and after the Louisiana Purchase.

**SONG.**—Hail, Columbia.

## Eighth Grade.

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### *The Norman Conquest.*

REFERENCES FOR THE TEACHER.—The Norman Conquest, Freeman; History of Civilization, Guizot; Britannica articles on the Norsemen and Feudalism; History of England, Green; English Constitution, Creasy.

DIRECTIONS FOR THE TEACHER.—The general invasion of the Norsemen should first be clearly pictured; its great extent; the manner of their traveling; the causes of their migration; their appearance and characteristics. These are best brought out by stories and pictures planned to make certain definite points. The children help themselves in forming this picture by drawing and writing. In the settlement of Normandy and the relation of that dukedom to the French King an opportunity for observing the nature of Feudalism arises. Every point in the Feudal system is embodied in stories of the time. William's great work in organizing the English kingdom is made evident by comparing the kingdom which he created, with the England of the Saxon kings on one hand, and on the other with the Norman dukedom, which he could not model to his own liking.

READING FOR PUPILS.—Harold, Lytton; Shorter History of England, Green; Child's History of England, Dickens; Little Arthur's History of England, Callicott; Harold, Tennyson.

## Outline of Work in History and Literature.

DECEMBER.

### First Grade.

**HISTORY.**—Christmas in other lands.

**LITERATURE.**—The Fir Tree, Hans Andersen. Other Christmas stories.

**DIRECTIONS FOR THE TEACHER.**—Have the children recall their own Christmas experiences by stories or pictures. Then tell of English Christmas through a dramatic story with plot and characters. Children paint plum pudding and fire-place with Yule log. Next tell story of Norwegian Christmas in same way. Adapt and use Andersen's story of "The Little Fir Tree" for further illustration. Children paint Christmas tree and mountains with snow and fir forests. Tell stories of the German and Italian Christmas. Have children compare different ways of celebrating the day.

Special points to be brought out:

England.—Manner of cooking, plum-pudding, decoration, Yule log, manner of receiving presents, "Christmas boxes," carol singers, "waits," "mummers."

Norway.—Climate, length of day, two weeks' holidays, neighborhood-parties, preparations, feeding of animals and birds, Christmas tree, home-made gifts.

Italy.—Climate, street-fairs, street-festivities, Christmas feast, "buona festa," Befana, children's recitations in churches.

Show many pictures of the landscape and house interiors and house exteriors of the four countries. Show dolls dressed in Norwegian, Italian and German costumes. Show models of skis. Put up a sheaf of grain in the yard for the birds.

Reading lessons.—Let the teacher write lessons of a few short sentences setting forth some new pictures, such as gathering of holly, "snap-dragon," snow-shoeing, a story of the Nissen, Italian blowing of horn, Italian shopping. These sentences may be read from the blackboard.

**REFERENCES.**—Book of Days. Atlantic, vol. 70. Harper's, vols. 46, 78. Youth's Companion, Sept. 5, 1895. Poet's Bazaar, Andersen. Land of the Midnight Sun, Chaillu.

**SONGS.**—Christmas Carol, from Songs for Little Children, Part II. Christmas Hymn, from Songs for Little Children, Part I.



## Second Grade.

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**SUBJECT.**—*The Story of the Argonauts.*

**TEACHER'S READING.**—Heroes, Kingsley; Tanglewood Tales, Hawthorne; Greek Stories, Niebuhr; New Chapters in Greek History, Gardiner; History of Greece, Duruy; Mythology, Dwight; Schliemann's Excavations.

**DIRECTIONS FOR THE TEACHER.**—Set this story in the midst of Greek scenery, by means of pictures. Study the architecture of the period, as embodied in the palace of Mycenæ, or of Tiryns, and make a picture of the palace of Pelias based on your study. Show the games and the principal characters by means of the pictures of statuary, and take the children to the Art Institute for the same purpose. Pictures of costume and articles of personal or household use, boats, musical instruments and scenes from the story should be liberally used. Criticise very sharply the versions of the story that you find, since in adaptation there is great danger of a descent to the commonplace and a loss of the charm in the original Greek conception.

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## Third Grade.

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**HISTORY.**—Inventions in building of boats. Story of Robert Fulton.

**LITERATURE.**—Robinson Crusoe concluded: Building of first and second boats; story of Friday; building of third boat; return home.

**MATERIALS.**—Pictures from historical cabinet and from Growth of Industrial Art, Congressional Report. Models of Santa Maria and Mayflower in cabinet.

**DIRECTIONS FOR THE TEACHER.**—By a careful description of Robinson Crusoe's work in building his boats, lead the children to appre-

ciate the value of division of labor. Present conditions from which the children may reason as to the character of the work and the length of time it would occupy a man working alone. Value of Friday's aid. What did Friday know that Robinson did not know? Why? Has the savage any advantage over the civilized man? What advantages has the civilized man?

By pictures of boats of primitive people, develop the causes of various inventions. Trace the improvements in sailboats. Study the ancient galleys, the Viking ship, the Spanish galleon. Old Ironsides. Tell the story of Robert Fulton. By means of pictures, show something of the construction of the Clermont. Compare the Clermont with an ocean steamer of our own time. Develop some of the advantages of rapid travel.

ORAL READING.—Story of Robert Fulton, from printed slips. All about Boats, from Model Third Reader. Alexander Selkirk, William Cowper.

BOOKS OF REFERENCE.—Stories of Invention, Hale. Stories of Industry. (Educational Publishing Co.) Captains of Industry, Parton. (Houghton, Mifflin & Co.) Iconographic Dictionary. Mechanical Dictionary, Knight. (Houghton, Mifflin & Co.) Book of Days, Chambers. The Useful Arts, Bigelow. Pioneers of Science, Lodge. (Macmillan.) Books of Illustrious Mechanics, Hammersley. (Hartford.)

MAKING.—Robinson's boats; a sailboat.

MODELING.—Robinson's boats; the Clermont.

DRAWING.—Pictures of boats studied.

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## Fourth Grade.

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SUBJECT.—*Ulysses among the Phœacians and in Ithaca.*

DIRECTIONS FOR THE TEACHER.—Finish the story of Ulysses. Study the eighth book in detail. Be sure to give clear images of the games, the feast, the departure of Ulysses. From the rest of the Odyssey choose those stories that are at once necessary to the culmination of the plot and in themselves moral and beautiful.

For instance, one might choose to tell: landing of Ulysses and his disguise (book 13); meeting with Eumæus (book 14); coming of Telemachus (books 15 and 16); Ulysses' home-coming (book 17); recognition by old nurse (book 19); revelation to Penelope and visit to Laertes (book 23).

Make pictures of the city of Phæacia, the assembly place, Laertes' home. Show pictures of Greek statues of athletes, of bards. Have children model the house of Ulysses and draw and paint at different points. Allow the children to pass judgment upon the acts of the characters. Use the games as calisthenics, using pictures of statues as models. Make Greek garments and dress a boy as Ulysses and a girl as Nausicaa. Allow the children to paint those figures.

ORAL READING.—Let the teacher write short lessons, setting forth in the form of a story some new points in connection with the work. For instance, let her write a dramatic, detailed account of Greek bards, Greek ships, Greek hospitality, Greek farming, Greek games, the Phæacian dance, home of Eumæus.

REFERENCES.—The *Odyssey* (Bryant's or Palmer's or Butcher and Lang's translation). Any pictures of old Greek vases and statuary, *e. g.*, Bauermeister's. Jebb's Primer (for house of Ulysses).

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## Fifth Grade.

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SUBJECT.—*The Explorations of Champlain and Marquette.*

TEACHER'S READING.—History of Cook County, Andreas; History of Chicago, Kirkland; Pioneers of New France, and La Salle and the Great West, Parkman; Verrazano's Voyage in Old South Leaflets; also Father Marquette at Chicago, 1673. Historical Classic Reading (Maynard & Merrill):—Champlain's Journey.

DIRECTIONS FOR TEACHERS.—The geography lessons for the month have for their subject the valleys of the Mississippi and St. Lawrence. The history of the early exploration of these regions will give an added interest to the geography, and the geography will make the history lessons more real and definite by providing a

scene for the action. Show the importance of the possession of these territories. Model in chalk and sand the whole region and make use of many pictures showing scenes along the route. The heroic features of the adventurers should be made a point of in the telling of the story and the life of these frontiersmen very closely and accurately pictured. Make drawings of the settlements at Port Royal, Quebec, Montreal, the Sault and St. Ignace; of the costumes, weapons, boats, sleds, dwellings, etc. Tell stories of hunting, of visits to Indian villages, of war parties and all the incidents that go to make up this type of life.

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## Sixth Grade.

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**HISTORY.**—With the Story of Darius, in the "Ten Boys on the Road from Long Ago to Now," as a basis, study Persian education and the life and conquests of Cyrus. Trace the Aryan race also in its conquest of India. (See geography for December.)

**LITERATURE.**—Selection from Edwin Arnold's *Light of Asia*.

**DRAMATIC READING.**—Byron's *Destruction of Sennacherib*.

**DIRECTIONS FOR THE TEACHER.**—Trace the Aryan race in its occupation of Persia. Study the geography of the Long Plateau and the Tigris-Euphrates basin. Children suggest effects of these regions upon the people occupying them. Tell the story of Cyrus and of his conquests, as found in stories from Herodotus, by Church. Draw a plan of the City of Babylon (found in Rawlinson's *Great Monarchies*) and describe the walls, gates and streets of the city. What building materials did Chaldaea afford? Children draw inferences as to the character of its architecture. Describe the mounds on which palaces were built, the palace of Nebuchadnezzar, and the hanging gardens. Show photographs of alabaster slabs used in decoration and paintings of historic ornament. Other uses of bricks; as, libraries.

How was Cyrus educated? Answer found in "Ten Boys." Compare his education with ours. Show that the two ideas of Persian education, physical strength (to ride a horse and to draw the bow) and moral strength (to speak the truth) were the result of Persian religion. Read from the *Zend Avesta* (Ten Great

Religions, James Freeman Clarke), to show its teaching with regard to the great struggle going on in the universe between the kingdom of light and the kingdom of darkness, and man's relation to this struggle. Relation of Persian education to Persian character. Show the working of despotic governments.

**BOOKS OF REFERENCE.**—Herodotus and Church's Stories from Herodotus. Xenophon's Cyropædia. For Xenophon's account, see Bloss' Ancient History. Five Great Monarchies, Rawlinson. Ten Great Religions, Clarke. Ragozin's Chaldaea.

**CHILDREN'S READING.**—Ragozin's Chaldaea. Story of India, Mara Pratt. The Ten Boys on the Road from Long Ago to Now, Jane Andrews.

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## Seventh Grade.

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**HISTORY.**—The War of 1812.

**LITERATURE.**—Old Ironsides, Holmes.

**SONG.**—The Star Spangled Banner.

**DIRECTIONS FOR THE TEACHER.**—By means of readings on the Embargo Act, impressment of seamen and the engagement of the Leopard and the Chesapeake, show the standing of our own country among the nations. Independence not yet fully secured. What regions were most affected by commercial difficulties? Why? Position of parties in regard to Embargo Act. Arguments of each party in regard to the advisability of war. Pupils organized as Senate and House of Representatives, vote on the declaration of war. Views of young men in Congress.

From the map, decide on the character of the war and necessary fortifications and movements. Condition of our army and navy to undertake such a war. England's navy compared to ours. (See third volume of McMaster's History, last chapter.) Dramatic description of the engagement between the Constitution and the Guerriere. Trace the history of the Constitution from its building to the present time. (See Atlantic Monthly, Nov., '97; Library of American Literature, volume V, page 105; Old Ironsides, by Holmes.) Other naval victories and the loss of the Chesapeake. Compare these successes of the Ameri-

cans with what was expected and with the engagements between the English and the French upon the sea. Show cause of success. Turn to operations upon land and show causes of our failure. Why was the control of Lake Erie necessary to us? Value of a navy on the lakes? For Perry's victory, see McMaster's fourth volume and the Building of the Nation. Same for the victory on Lake Champlain. Results of these two victories developed. Show the effects upon our commerce of the Blockade, and the feeling of New England and other regions of the seaboard. (See McMaster, fourth volume.) Origin of the "Star Spangled Banner." Read a description of the burning of Washington, from McMaster, Schouler, or the Life of Dolly Madison. Dramatic description of the defeat of the British at New Orleans. Jackson's character as shown at that time.

Discussion as to the treaty of peace. Was the war worth what it cost? (See first volume of the life of Henry Clay, by Schurz.)

Read the resolutions of the Hartford Convention. Pupils judge their effects upon the popularity of the Federalist Party.

EXPRESSION.—Writing of points of discussion.

DRAWING.—Maps of regions studied.

BOOKS OF REFERENCE.—History of the United States, McMaster. History of the United States, Schouler. The Building of the Nation, Coffin. War of 1812, Johnson. Naval War of 1812, Roosevelt. Recollections of a Lifetime, S. G. Goodrich. (Peter Parley.) The Early Days in the Northwest (Chicago), by Mrs. John H. Kinzie. The Life of Henry Clay, by Carl Schurz. (Statesmen Series.)

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## Eighth Grade.

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SUBJECT.—*The Feudal Period.*

TEACHER'S READING.—Norman Conquest, Freeman; History of Civilization, Guizot; Britannica article on Feudalism; Annals of a Fortress, Viollet-le-Duc.

CHILDREN'S READING.—Ivanhoe, The Talisman, Marmion, by Scott; Idylls of the King, Tennyson; Age of Chivalry, Bulfinch.

**DIRECTIONS FOR TEACHERS.**—Follow the history of one feudal estate.

Study it first with reference to its geography and show with this as an example the origin of feudal tenure. Erect a castle in the most favorable spot on this estate. Taking this castle as a center, all the feudal relations may be worked out, viz: The suzerain to the king, to his vassals in chief, to the sub-vassals and serfs, to the church, to the neighboring city.

The social life may be described as the story proceeds, involving the various types of the period. The military life will appear when the castle is besieged and defended and when the tournament is held.

**DRAWING.**—Gothic ornament from castles. Illustrations of the Age of Chivalry.

## Outline of Work in History and Literature.

JANUARY.

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### First Grade.

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**HISTORY.**—The Eskimo.

**LITERATURE.**—Sun myths: Apollo and the Python; Prometheus; Thor and the Frost Giants.

**DIRECTIONS FOR THE TEACHER.**—Children describe our winter conditions: landscape, clothing, food, houses, sports. If we had very cold weather a great part of the year, what would be the change in our landscape? No trees, etc. From what would we build our houses?

Present pictures of northern countries. Children suggest food of people, building material, and material for clothing. Build Eskimo winter house, with clay molded into blocks. Describe furniture of house. Make as many implements as possible. Children imagine themselves Eskimos and decide what clothing they would need; material; how obtained. Let them dress dolls in Eskimo style, make Eskimo boat and sledge, and mold Eskimo dogs. Describe work and games of children. Describe the appearance of summer in the Northland, as compared with winter, and build summer house.

**STORY.**—The Legend of the Northland, from Cooke's *Nature Myths and Stories*.

**SONG.**—Little Indian Sioux or Crow, Eleanor Smith.

**BOOKS OF REFERENCE.**—United States Bureau of Ethnology, 1887-'88: Point Barrow Expedition, John Murdoch. Government Report: The Course of the Corwin. The Children of the Cold, Schwatka. Mrs. Peary's Journal. Wood's *Natural History of Man*.



## Second Grade.

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**HISTORY.**—Early pottery: Invention and improvements. Our pottery compared with that of early times.

**LITERATURE.**—Story of Luca della Robbia, and of Palissy, the potter.

**DIRECTIONS FOR THE TEACHER.**—As the children have studied the beginnings of Greek building, show them pictures of objects found in Greek tombs. Among these objects will be many made of clay. See Schliemann's "Troy" (Burckhardt), and "The Life of the Greeks and Romans," by Guhl and Köner. Lead the children to notice the forms (relation of form to use), colors and decorations (red ground with black figures, black ground with red figures) of these objects. Let them suggest how the invention of pottery was made. Give them clay and allow them to make dishes. They will criticise their own work, and by repeated efforts improve it. Pour water into jars and discover need of baking. Compare their work with that of early people—the Greeks and the pueblo builders (see historical cabinet). Study the potter's wheel from model or pictures.

Children paint some of the simplest patterns in Greek ornament and copy these upon their clay vessels. Excursion to the Art Institute. Effect of glazing noticed.

Tell stories of Luca della Robbia and Palissy. Show photographs and casts of Luca della Robbia ware.

**CHILDREN'S READING.**—Grandmother Kaoline, from Wiltse's Stories for Kindergartens and Primary Schools.

**BOOKS OF REFERENCE.**—Handbook of Pottery, Westropp. Machinery and the Processes of Industrial Arts, Barnard. (Government Report.) Analysis of Ornament, Wornum. Lives of the Painters, Vasari. Life of Palissy.

## Third Grade.

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**HISTORY.**—Early History of Chicago.

**DIRECTIONS FOR TEACHERS.**—Make this, first of all, a good story in which the heroic labors of Marquette will speak for the greatness of the man. Develop a clear picture of the site of Chicago and the region about here. Pictures, field-lessons and sand-molding will aid in this. If possible, it would be a good plan to visit the rooms of the Chicago Historical Society, the site of old Fort Dearborn, and of the Kinzie House. Show the Indian village life and the scenes of the chief adventures of the explorers by black-board drawings and other pictures.

**BOOKS OF REFERENCE.**—LaSalle and the Great West, Parkman. History of Cook County, Andreas. History of Chicago, Kirkland.

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## Fourth Grade.

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**HISTORY.**—Story of the life of Leonidas.

**POEM.**—Death of Leonidas. Croly.

**DIRECTIONS FOR TEACHERS.**—Present Leonidas as a hero. Describe Persian wars sufficiently to show the meaning of Thermopylae. Tell all the picturesque details of the battle at the pass. Show pictures of Persian and Grecian warriors. Tell of the monuments erected on the battlefield, and of the yearly games in honor of Leonidas at his tombs in Sparta; but let this description of the battle be the climax of the story of Leonidas' whole life. Show how he came to be such a man as he was.

Vividly picture Sparta and its environs, a typical Spartan house, the gymnasium, the race-course, the market-place and its happenings, Leonidas' hunting on Taygetus, his gymnastic exercises, his dress, his military drill, his public eating place. Show that the one purpose of all Spartan education and life was

to make hardy soldiers for the use of the state. Weave these general details into a dramatic story of the boyhood and youth of Leonidas.

Show many pictures of landscape, buildings, people.

Expression from children.—Get frequent drawings and paintings—*e. g.*, of Taygetus, booths in the market-place. Let children model Laconia in sand and mold Thermopylae and Spartan house in clay.

Reading Lessons.—Let the teacher write short reading lessons about things that are difficult rapidly to picture—*e. g.*, Xerxes' army, exercises in the gymnasium, operations in the market-place, happenings at a certain public mess.

BOOKS OF REFERENCE.—Life of Lycurgus, Plutarch. Greek Histories (per index under Lycurgus, Sparta, Thermopylae). Greece and Rome, von Falke (*passim*). Herodotus (book vii). Encyclopædia Britannica (under Sparta, Laconia, Thermopylae Lycurgus).

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## Fifth Grade.

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HISTORY.—Story of La Salle.

DIRECTIONS FOR TEACHERS.—The subject of the December Geography lessons is "The St. Lawrence and Mississippi Valleys." This fact should be taken advantage of by making the children's geographical knowledge useful in their History lessons. Show the route taken by La Salle by means of blackboard drawings and other pictures. Tell the story of La Salle's life so well that it will be unnecessary to say in so many words that he was a "great man." Picture the conditions that made up the life of the early explorers and colonists. The blackboard drawings should show scenery, animal life, means of transportation, dwellings and defences, costume and weapons.

BOOKS OF REFERENCE.—La Salle and the Great West, Parkman. History of Cook County. Mrs. Catherwood's Story of Tonty.

CHILDREN'S READING.—Selections from Parkman's La Salle. The Story of Tonty. McMurry's Pioneer History Stories.

## Sixth Grade.

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**HISTORY.**—Athenian life in the time of Pericles.

**LITERATURE.**—Story of the Iliad, Church. The Isles of Greece, Byron.

**DIRECTIONS FOR TEACHERS.**—Make a model of the site of Athens, showing Acropolis (with buildings), Pnyx, Areopagus, Museum, Cephissus and Ilissus, Academy, Lyceum, Stadium, Ceramicus, street of tripods, Prytaneum, theatre of Dionysus, market-place, city walls, Piraeus. Have as many pictures as possible of buildings (as restored, if this is possible) of streets, of people. Have the model constantly before your class.

Tell a story of some Athenian boy, or of yourself and of your class transplanted into ancient Athens. See the hero in his home, at his school, at his gymnasium, walking through the streets and the market place with his pedagogue, journeying to the Piraeus to see the navy, witnessing a drama in the theatre of Dionysus, taking part in the Panathenaic games in the Stadium, going as victor in the procession to the Parthenon. The picturesque side of government, also, should be shown. Trace the movements of your hero on the model and show pictures of places and things as they occur in your story. It will be observed that the endeavor of the course is to put blood into the body of old Athens.

**EXCURSION.**—Make visit to the Art Institute, noticing in particular the frieze of the Parthenon, which represents the Panathenaic procession. Point out statues of orators as likenesses of those who addressed the people on the Pnyx. Let statues of athletes illustrate exercises of the gymnasia and of the Panathenaic games. Place in your model as many of the other statues as possible.

**CHILDREN'S READING.**—Story of Cleon, from Miss Andrews' "Ten Boys."

**EXPRESSION.**—Drawing and painting of Greek borders and capitals. Molding of the hills of Athens, in sand. Written expression of judgments upon certain points of Athenian life.

**REFERENCES.**—Greece and Rome, von Falke. Dictionary of Architecture, Stuart (per index). Encyclopædia Britannica (Athens, Panathenæa). Aspasia, Hamerling. Histories of Greece (per index, under Athens, Acropolis, Pericles, Piræus, Solon, etc.). Cleveland's Antiquities. Greek Education, Davidson. Primer of Greek Literature, Jebb.

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## Seventh Grade.

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**HISTORY.**—From the War of 1812 to the Mexican War.

1. New issues after the War of 1812: (a) Internal improvements; (b) Slavery; (c) the Tariff.
2. The Monroe Doctrine.
3. New political parties: National-Republican and Democratic-Republican.
4. Rise of the Whig Party.
5. Invention of the locomotive and building of railroads.
6. Commercial Panic of 1837.

**LITERATURE.**—The Legend of Jubal, George Eliot. Longfellow's *Keramos*, and other poems of invention. Selections from Webster's Bunker Hill Orations and Reply to Hayne.

**DIRECTIONS FOR THE TEACHER.**—Read the story of Monroe's journey from McMaster's fourth volume. Trace the movement of population westward, and show need of roads and canals. Beginnings of steamship navigation on the Ohio and Mississippi rivers and the Great Lakes. Read descriptions of life in the Northwest Territory in 1820. (Sheldon's American History.) Admission of New States into the Union: Indiana, Mississippi, Illinois, Alabama. Trace boundary line between slave and free states. Why did the admission of Missouri present a new difficulty? Trace results of invention of spinning-jenny and cotton-gin upon the slavery question. Read speeches of Henry Clay and others on the Missouri question. Was the compromise a wise one? Argument.

Study the Monroe Doctrine from original documents. (See American History Leaflets, A. Lowell & Co. or Old South Leaf-

lets.) Recent applications of the doctrine. Character studies of Clay, John Quincy Adams, and Jackson.

Show the effect of the War of 1812 upon our manufactures and select arguments for and against the tariff of 1816. Position of sections of country in regard to protective tariff. Trace change of sentiment in North and South before the tariff of 1824 and 1828. New party divisions. Study the Webster-Hayne debate. (See vol. iv of Library of American Literature and Speech in Reply to Hayne, Maynard and Merrill; also Webster-Hayne Debate, Riverside.) Nullification and Jackson's policy in regard to it. Was the compromise a wise one? Argument on the value of protective tariff in our own time.

Jackson's relation to our civil service. Compare with John Quincy Adams. Jackson's relation to the bank of the United States. Rise of the Whig Party.

Story of the invention of the locomotive and the value of railroads in the development of the West. Condition of Chicago from 1830 to 1840.

Financial panic of 1837; causes and results and relation to power of Whig Party.

BOOKS OF REFERENCE.—Statesmen Series: Henry Clay; John Quincy Adams; Andrew Jackson; Daniel Webster. History of the United States, vol. iii. Schouler. Twenty Years in Congress, Blaine. Webster's Great Speeches. (Little, Brown & Co.) Library of American Literature. Building of the Nation, Coffin. History of the United States, vol. iv, McMaster. Triumphs of Inventions, Fife. Book of Illustrious Mechanics, Hammersley, (Hartford.) Machinery and Processes of the Industrial Arts, Barnard. (Government Report.) Stories of Invention, Hale.

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## Eighth Grade.

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HISTORY.—Magna Charta and the Origin of the House of Commons.

DIRECTIONS FOR THE TEACHER.—Review the story of the origin and development of the House of Lords and compare the English nobility with that of the continent. Show how this resulted in

**Magna Charta.** Compare the Magna Charta with the American documents of a similar nature. Make a study of the growth of free cities and show the effect of this upon the rise of the Commons.

**BOOKS OF REFERENCE.**—History of the English People, Green. History of the English Constitution, Creasy. Civil Government, Fiske. The Britannica article on England. Constitutional History of England, Stubbs.

**CHILDREN'S READING.**—Shorter History of the English People, Green. The Magna Charta in Fiske's Civil Government. King John, Shakespeare. History of England, Montgomery. For Magna Charta, see Old South Leaflets.

## Outline of Work in History and Literature.

FEBRUARY.

### First Grade.

HISTORY.—*Invention of Pottery.*

LITERATURE.—Grandmother Kaoline, from Wiltse's Kindergarten Stories, and the Porcelain Stove from Ouida, adapted by Kate Douglas Wiggin in The Story Hour.

DIRECTIONS FOR THE TEACHER.—Show a collection of beautiful and useful pieces of pottery. Let children discuss uses and beauties of these. Then suppose no dishes available and ask what they could use in their stead. Help them by suggesting that you have a tea party on the next day, using as dishes such things as they can find in the school-yard. Or, if this is impracticable, place around the room a horn, a cocoanut shell, a hollow stone, a shell, a hollow piece of wood, a gourd, a piece of skin, etc., and ask the children to bring you water in whatever they can find. Then let them discuss the good and bad points of these primitive dishes, and use their invention in improving them. Then show them dishes that some primitive people made out of such things as you have been using, *e. g.*, Indian stone dish, Eskimo bone dish, calabash, prepared gourd, Indian baskets. Let them think of cooking in these dishes, of coating the baskets with clay, of using the clay alone. Then let them mold in clay such dishes as they please. Let them use them for water and discover the need of baking. Show kiln and bake dishes. Let them decorate their dishes. Show these pieces of biscuit clay and a glazed dish together. Put water in both and discover need of glazing. Describe the process. Show and explain potter's wheel. Let children invent a mold. Again show beautiful pieces of pottery, *e. g.*, Worcester, Wedgewood, Delft. Explain process of making. Tell stories of Luca della Robbia and of Palissy.



**READING LESSONS**, from blackboard.—Simple sentences on such subjects as the following: Palissy; work of Luca della Robbia; discovery at Dresden; Wedgewood; description of pottery factory; Nanking's porcelain tower.

**EXCURSION**.—Visit Field Columbian Museum, all anthropological exhibits, and ceramic room.

**REFERENCES**.—Encyclopedia Britannica, articles—Pottery, Palissy, Luca della Robbia. Lives of the Painters: Luca della Robbia—Vasari.

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## Second Grade.

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**HISTORY AND LITERATURE**.—*The Odyssey*.

**DIRECTIONS FOR THE TEACHER**.—This study deals with the heroic period of Greek life and continues the work on primitive conditions in society. While the story should occupy the foreground and should be beautifully told for its own sake, a thorough study of all the conditions of life at that time should be made. Study the architecture, ship construction, interior furnishing of houses, ornament, costume, weapons, tools, and, in general, the ways of doing things in the Homeric time. This work will be ineffectual without a constant use of pictures. Carefully selected portions of the poem itself may be read to the children when their interest is strong enough to help them in following the reading.

**BOOKS OF REFERENCE**.—Antiquities, Schliemann. Houses and House-life, Viollet-le-Duc. New Chapters in Greek History, Gardiner. Costume of the Ancients, Hope.

**CHILDREN'S READING**.—The Story of Ulysses for Youngest Readers, Davis.

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## Third Grade.

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**HISTORY**.—*Early Chicago; Story of La Salle; Fort Dearborn*.

**LITERATURE**.—*Longfellow's Hiawatha*.

**DIRECTIONS FOR THE TEACHER**.—The early history of Chicago and the neighboring region is the center of this work, but the whole

story of La Salle's life is told to show the heroic labors of the men who made our life here possible. The story should be constantly accompanied by blackboard drawings, illustrating every feature of their life throughout their journey. Additional information concerning the Indians, La Salle's friends or enemies, mode of erecting forts, ways of entrapping and hunting the animals, etc., may be given in the form of reading lessons.

BOOKS OF REFERENCE.—La Salle and the Great West, Parkman. History of Cook County, Andreas. History of Chicago, Kirkland. American Biography, Sparks.

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## Fourth Grade.

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HISTORY.—*Story of Socrates' Boyhood*; an imaginative treatment of the general facts in regard to a typical Athenian boy's life.

DIRECTIONS FOR THE TEACHER.—Tell a story with the boy Socrates for hero, setting forth the poor house in which he was born, together with its surroundings; the potter's shop or sandal-maker's shop across the street; the ceremonies at Socrates' birth; occupation and dress of his father and mother; how the boy amused himself at home; the work at school and at the gymnasium; appearance of the streets through which he walked to school; his walk to Piræus, one day, to see the ships; his trials in learning to be a sculptor; what he saw when he was one day sent to the market-place; how he saw the building of the Parthenon. Indeed, do everything to give the children the Greek feeling, to make them at home in Athens. Make them see the city and the country round about—mountains, rivers, sea, trees, flowers, animals, buildings, and people.

Let children do as many as they can of the things the Greeks did, *e. g.*, play Greek games, mold forms of Greek vases in clay, write a simple dictation on wax tablets. Make these tablets by smearing a small, thin board with paraffine. Make the stylus of a small stick of wood. Study Greek forms in our architecture.

During the next month the later and more definite biography of Socrates will be taken.

**MATERIAL.**—Pictures, models, or actual objects at every point, *e. g.*, pictures of Greek houses, model of Acropolis, fac-simile of Greek vases, Greek dress.

**ART EXPRESSION.**—Mold in clay: Socrates' house; Greek vases; statue of Athena. Mold Athens in sand; build Parthenon of wooden blocks; paint Pentelicus.

**WRITTEN EXPRESSION.**—Constantly have children comparing Athenian life with Spartan and American, frequently having comparison stated in writing on the blackboard.

**EXCURSION.**—Visit Greek room in Art Institute.

**BOOKS OF REFERENCE.**—Greece and Rome, von Falke. Aspasia, Hamerling. History of Greece, vol. iii, sec. i, Duruy. Dictionary of Architecture (article on Athens), Stuart.

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## Fifth Grade.

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**HISTORY.**—*The Colony of Virginia.*

**POEM.**—*The Spanish Armada*, Macaulay.

**DIRECTIONS FOR THE TEACHER.**—Tell the story of John Smith's adventurous life before his connection with the colony. (See Fiske's *Old Virginia* and Introduction to "Settlement of Virginia.") From the story of the Spanish Armada as a basis, show the conditions in England which led to the formation of the colony. From John Smith's *True Relation*, in "Settlement of Virginia," trace the formation of the London Company, its instructions, the voyage, settlement and early years of colonial history. Compare this original source with account given in Fiske's *Old Virginia* and other books. In connection with reading and story telling, study the geography of Virginia, its structure, soil, climate and vegetation. Trace the effect of raising of tobacco as a staple product upon social life, schools and government. Here let the children make as many inferences as possible—as, the size of plantations; where manufactured articles were obtained; no villages nor cities; need of slaves; classes of society; kind of schools; unit of government, etc. Picture plantation life as fully as possible. Show pictures from historical cabinet. (See Fiske's *Old Virginia*, vol. ii.)

While teaching, notice whether the children like best John Smith's own story or the story of other writers or that told by the teacher.

BOOKS OF REFERENCE.—The settlement of Virginia, from Historical Classic Readings, Maynard and Merrill. Captain John Smith's True Relation in American History Leaflets, Lovell. Old Virginia and her Neighbors, John Fiske. Doyle's Virginia. Cooke's Virginia. Epoch Series—The Colonies, Thwaites. The English Colonies in America, Doyle. The English Colonies in America, Lodge. American History Told by Contemporaries, Edited by Hart.

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## Sixth Grade.

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HISTORY.—*The Age of Chivalry.*

LITERATURE.—Scott's *Ivanhoe*, *Talisman* and *Lady of the Lake* (Selections). Ballad of Chevy Chase. Chaucer's description of the Squire. King Robert of Sicily, Longfellow.

DIRECTIONS FOR THE TEACHER.—Let this be, in so far as possible, an invention course. Describe condition of middle ages—no policemen, no state troops, no courts of justice to protect people. Then put the question, "How will a man live—his probable occupation, dress and house?" Let the children draw their idea of a good house for a man of that time. Then have before them a large picture of a complete castle. Let children discover uses and advantages of different parts. Let them imagine the relations between this man in the castle and the neighboring farmers and knights, so working out the idea of vassals and pages. Let them discover probable occupations of the people in the castle in time of peace—hunting, hawking, tournament, duties of pages, education and duties of esquires, indoor games, feasts, embroidering, etc. Have children work out character of battle, actions and dress of knight and of esquire, knighting of an esquire on field of battle. Imagine castle attacked by an enemy. Let the children take sides, some to attack, some to defend the castle, discovering for themselves all possible means of attack and defence—disposition of men, scaling ladders, mangonel, cat, float, moving tower, mine, etc. Make them know that this was the life of the real people of the middle ages. Let them discover any of our

customs that are survivals of the habits of the times of chivalry, e. g., doffing the hat, use of "Sir" in address.

**READING.**—After the children have discovered different points, in order to give them the fire and color, let them read or hear brilliant accounts of these things. Let them read on the Tournament selections from the seventh, eighth and ninth chapters of *Ivanhoe*, or from *Aslauga's Knight*. Let the teacher read to them on the jester "The Jester's Sermon," by G. W. Thornbury, in Cumnock's school speaker; on a hawking party, first four stanzas of "The King," by Riley, in "Afterwhiles." Supplementary reading: Story of Guilbert in Jane Andrews' "Ten Boys." The teacher may, too, assign topics to different members of the class with references to be read and reported upon in writing for the next day.

**MATERIALS.**—Pictures of castles, costumes, engagements, hunting-parties, tapestries. If possible show a suit of armor.

**EXCURSION.**—Visit Art Institute to see tapestries, suits of armor, cast of King Arthur, casts of statues and cathedral doors in French room.

**BOOKS OF REFERENCE.**—Chivalry, Gautier. *Annals of a Fortress*, Le Duc. *Habitations of Man*, Le Duc. *Ivanhoe*, Scott. *Encyclopedia Britannica*, articles on Castles and Knighthood. *Middle Ages*, vol. i., Hallam. *Iconographic Dictionary*.

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## Seventh Grade.

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**HISTORY.**—*The Annexation of Texas, and the Mexican War.*

**LITERATURE.**—*The Biglow Papers*: Thrash Away, etc.; What Mr. Robinson Thinks; The Debate in the Sennit. *The Angels of Buena Vista*, Whittier. *The Arsenal at Springfield*, Longfellow.

**DIRECTIONS FOR THE TEACHER.**—Read original studies found in Sheldon's *American History* on the Oregon Trail, the Spanish West and the Americans in Texas. Discuss the causes of opposition to the annexation of Texas to the United States.

Compare the questions at issue in the election of 1840 and that of 1844. Give description of the enthusiasm of the "log-cabin" and "hard-cider" campaign. (See Schouler's *History*, vol. iv. p. 335.) Compare with this the earnestness of the campaign of 1844 (p. 471.) Invention of the telegraph. Show reason for Henry

Clay's popularity. His attitude on the Texas question. (Read the Raleigh letter, p. 465.) Attitude of the Liberty Party. (See Life of Henry Clay, by Schurz.) Read Clay's Alabama letter (vol. ii, p. 260). Show effect of this letter upon the Liberty Party and finally upon the election.

Read selections from the Biglow Papers, to illustrate the opposition to the Mexican War. (See vol. v, Schouler, for description of Gen. Scott and Zachary Taylor; also, descriptions of the battle of Buena Vista and the taking of Mexico.) Give arguments for and against this war. Was it justifiable?

Read Whittier's *Angels of Buena Vista*, and Longfellow's *Arsenal at Springfield*. Discuss the relation of war to civilization. Are there any signs of the discontinuance of war?

Study the Wilmot Proviso. (See Blaine's *Twenty Years in Congress*.) Give arguments for and against it. Draw map of territory gained by this war.

Read from Sheldon's *History Selections on Gold in California*. Effect on character of settlement. Free Soil party and Taylor's election. (See Schurz's *Life of Henry Clay*, vol. ii.) Compare events of our time with those of fifty years ago.

**BOOKS OF REFERENCE.**—History of the United States, Schouler. *Twenty Years in Congress*, Blaine. *Life of Henry Clay*, Carl Schurz. *Library of American Literature*, vol. v, p. 464. *Century Magazine*, Nov., 1890, etc. *Oregon Trail*, Parkman. *The Making of the Great West*, Drake. *Political History of the United States*, Goldwin Smith. *Stories of American Progress*, Wright. *The Building of the Nation*, Coffin.

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## Eighth Grade.

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**HISTORY.**—*The Renaissance*.

**LITERATURE.**—*The Merchant of Venice*, Shakespeare. Columbus, Lowell.

**DIRECTIONS FOR THE TEACHER.**—Make a general survey of the Middle Ages, with the idea of showing the movement toward renaissance. Study the civilization of the Saracens in the ninth and tenth centuries (Draper). Trace the origin of the compass, gunpowder, paper and printing. Show how the Crusades and the Fall of Constantinople brought the western people into further contact with the older civilizations. Compare the spirit of Greek life

with the mediæval spirit, and make clear in this way the meaning of Humanism. Trace from the Crusades the growth in geographical knowledge up to the circumnavigation of the earth. (Fiske's *Discovery of America*.) Show the effects of this knowledge and the new ideas in astronomy upon the intellectual movement. The effect of this great increase in intellectual power on England is presented in the picture of the Elizabethan period. (Taine). Sir Walter Raleigh is a good embodiment of the spirit of the time.

**BOOKS OF REFERENCE.**—Britannica article on "Renaissance." Italian Renaissance, Symonds. Intellectual Development of Europe, Draper. Rise of the Universities, Laurier. History of Education, Compayre. Discovery of America, Fiske. English Literature, Taine.

**DRAWING.**—Renaissance ornament from casts.

## Outline of Work in History and Literature.

MARCH.

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### First Grade.

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HISTORY.—*Devices for measuring time.*

LITERATURE.—Sun Myths: Phaethon; Balder.

DIRECTIONS FOR THE TEACHER.—Discuss the uses that children make of clocks. Ask how Hiawatha told time. Tell story of his watching sun and shadows. Let the children make shadow-stick by pasting a short upright on a horizontal square of cardboard. Let them place this in a sunny place and mark the shadow on the cardboard at various times. So introduce the sun-dial. Let children make a dial of Berosus (see explanation in Encyclopedia Britannica) and a common sun-dial (see Mr. Carley's directions in Sloyd work).

Show a simple clepsydra, consisting of a can with a hole in the bottom through which the water drips into a glass tumbler. Mark on the glass the height of the water for different minutes. Let children discuss faults and advantages of this device and suggest improvements. Make a clepsydra in which water from faucet falls upon a water-wheel, to whose movable axle is attached a wire arm perpendicular to the axle. Within reach of this arm place a cog-wheel which will be moved by the arm when the water-wheel revolves. Near circumference of cog-wheel attach a straight wire parallel to axle of cog-wheel. At end of this wire, facing the cog-wheel, place a dial graduated in a circle for a given amount of time. As the water flows, the wire indicator will point out the time on the dial.

Tell stories of Plato's clepsydra and of the Tower of Winds in Athens. Show sand-glass. Let children make a trial instrument of paper and experiment for amount of sand. Tell story of King Alfred's candle, showing a lighted candle that is graduated for short periods of time. Describe a flower clock. Show



a pendulum clock and explain the movement, using extra pendulum, spring and set of cog-wheels, to illustrate details. Tell stories of automatic clocks, *e. g.*, Strassburg clock and cuckoo clock, of old colonial clocks, of chimes, of tiny Swiss watches, of tell-tale clock. Explain relation between our clocks and the sun.

**READING LESSONS.**—Blackboard sentences upon parts of the work, *e. g.*, flower clock, tell-tale clock, story of a colonial clock, adaptation of "The Discontented Pendulum."

**POEM.**—The World, from Whittier's Child Life.

**BOOKS OF REFERENCE.**—Articles on clocks, watches, dialing, clepsydra, sand-glass, in encyclopedias, dictionaries and mechanical dictionaries. "Celebrated Clocks" in Popular Science Monthly, vol. xxx. "Clocks of Rondaine," in "Fanciful Tales," Stockton. North American Review, vol. xxix.

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## Second Grade.

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**HISTORY.**—*Manners and Customs of the Greeks.*

**LITERATURE.**—Stories from the Odyssey continued: Circe's Palace; The Song of the Sirens; Calypso's Island; The Tempest and Arrival at the Phæacian Land.

**DIRECTIONS FOR THE TEACHER.**—Tell each story to the children in your own words. Make blackboard drawings of the scenes, if possible. It is often well to draw as you talk. In preparing your stories, study the motive of each and select the detail that will best develop that motive. Put these details into simple yet dramatic language. Omit such particulars as are not suitable for the children. Illustrate your work by pictures of houses and furniture of houses, dress, ships and other objects mentioned. Let the children express freely in drawing, painting and writing.

**MAKING.**—Model of Ulysses' raft. See model in sloyd room.

*Construction of Ulysses' Raft.*—Material needed: straight soft-wood twigs, nails, cloth for sail, a drill  $\frac{1}{8}$  to  $\frac{1}{4}$  inch in diameter. For the foundation use nine straight pieces about  $\frac{3}{4}$  to 1 inch in diameter. Make the one for the middle log 13 inches long, the two to go on each side of this  $\frac{3}{4}$  inch shorter, the next two  $\frac{1}{4}$  inch shorter than these, and so on. Fasten these pieces together with two cross-pieces so that one end of the raft shall be square and the other end pointed. Place one cross-piece 2 inches from the square end,

and the other 6 inches from that. These two cross-pieces should be made of  $\frac{3}{4}$  inch pieces with two opposite faces slightly flattened. A platform is next made of pieces  $\frac{1}{2}$  inch in diameter, extending from one cross-piece to the other. This should come to within about  $\frac{3}{4}$  inch of the sides of the raft. Next make a fence about  $1\frac{1}{2}$  inch high around the outer edge of the platform. Drill holes for uprights about  $1\frac{1}{2}$  inch apart and weave in slender willow twigs. A mast 9 inches high is then placed at the forward end of the platform and fitted with a sail 6 inches square, hung from a yard (cross-piece)  $6\frac{1}{2}$  inches long. At the back end of the platform set up a stick  $1\frac{1}{4}$  inch high with a fork at the end, to serve as an oar-lock for the steering oar. The oar should be about 6 inches long. (I. M. Carley.)

READING.—Story of Ulysses for Youngest Readers, Davis.

BOOKS OF REFERENCE.—See February work.

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## Third Grade.

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HISTORY.—*Early History of Chicago.*

LITERATURE.—Longfellow's *Hiawatha*.

DIRECTIONS FOR THE TEACHER.—The idea of this month's work is to show, in a small degree, the industrial beginnings of our own city. Tell the story of the early settlers here who came for the fur-trade. Illustrate this by pictures of the Indian hunting, of the trading depots and of the articles of exchange. The government recognition of the settlement comes with the building of Fort Dearborn. Describe the fort, its situation, the garrison life and tell the story of the massacre (omitting the too horrible details). By means of many anecdotes told by early settlers and visitors the children may be led to imagine the conditions of life here at that time.

Tell the story of some family traveling from the Eastern States to Chicago. Tell a story of an emigration farther west and the founding of a western farm. Describe the work done on this farm and the transportation of the products to Chicago. Let the children decide what industries would grow out of the needs of the town.

BOOKS OF REFERENCE.—The Fergus Papers. History of Cook County, Andreas. History of Chicago, Kirkland. Waubun, Mrs. Kinzie. History of Illinois, Gardiner and Struve.

## Fourth Grade.

HISTORY.—*Story of Socrates' Manhood.*

DIRECTIONS FOR THE TEACHER.—The prime intention of the course is to give a hero-story, the secondary one is to fill the child's mind with images of the material beauty of Athens. It will be largely, therefore, a story and picture course with artistic expression on the child's part to deepen the effect of the material beauty.

As a continuation of last month's work, describe the Panathenaic games and procession, showing pictures of stadion, athletes, chariots and horses, Athenian streets, Propylæa, interior and exterior of Parthenon. Take children to Art Institute to see the cast of the frieze of the Parthenon.

In the story let the effort be to picture the beauty of Socrates' character. But for children this can be done only by means of illustrative incidents. For instance, his bravery is illustrated by his saving of Alcibiades' life at Potidæa, and by his refusing to obey the Thirty in regard to Leon; his justice by his action in regard to the affair of Arginusæ when he was president of the Assembly. Here pictures of the Pnyx and of orators, and a description of the Assembly must be given. He is proved an honorable man by his refusal to escape from prison when it was possible and by his refusing to compromise with his jury. He is proved philanthropic and sincere by not accepting money for his instruction and by his refusal of an invitation to live a life of wealthy leisure in Macedon.

As the cause of his change of occupation, tell the story of Chaerephon's visit to Delphi and the effect of the oracle upon Socrates. Give pictures and descriptions of Delphi and account of the methods of the Pythia. Explain simply the kind of teachers that had been in Athens before Socrates, i. e., the

sophists, and the evil effect of their teaching on the young men. Tell that Socrates wished to teach men to be good, and show how he did it—that is, describe his method of teaching. This might be well done by means of a reading lesson in the form of a dialogue in Plato's manner upon some question of childish ethics. Tell by story and pictures of the places where Socrates taught, *i. e.*, market-place, gymnasium, streets, banquets, at the homes of his friends. Tell, in detail, of the charge, the trial, the imprisonment, and the death, illuminating Socrates' beautiful character with all the little incidents that Plato tells in his "Phædo." It will be necessary to explain in some detail Athenian courts and processes of law.

READING LESSONS.—Indicated above.

ART EXPRESSION.—Any exercise that will emphasize the influence of Athenian beauty.

WRITTEN LESSONS.—For instance, children's judgments of various acts of Socrates; children's ideas as to what Socrates would have said if he had seen them do certain things.

CHILDREN'S READING.—Stories of Marathon, Thermopylæ, and Salamis from Guerber's Story of Greece.

BOOKS OF REFERENCE.—Apology, Phædo, Crito, by Plato. Memorabilia, Xenophon. Selections from Plato, Jowett and Knight. Aspasia, Hammerling. Life of Socrates, Wiggers. Life of Socrates, Zeller. Socrates, Lamartine, in "Celebrated Characters." Greece and Rome, von Falke. History of Greece, vol. iii, sec. 2, Duruy. Socrates, Britannica.

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## Fifth Grade.

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HISTORY.—*The Plymouth Colony.*

DIRECTIONS FOR THE TEACHER.—Make a good picture of the village of Scrooby; the church; the manor-house; the occupations of the people; the meetings of the Separatists; the interference of the king, and the arrest of the people at Boston (England.) In the same way picture the life of the Pilgrims in Amsterdam and Leyden: the appearance of these cities; the kinds of work the Pilgrims took part in; the way the Dutch regarded them, and the

reasons for the Dutch tolerance of them. Tell the story of their resolve to remove to the new continent (a board-map showing all the places involved). Compare the situations of New England, Virginia, and Guiana as possible places of residence. Their need of money for the enterprise will make clear the reasons for such combinations as the Plymouth and Virginia companies.

Give the terms of agreement between the colony and the "Adventurers." Through the first system of land-holding raise the question of socialism and individual ownership and let the children discuss it a little (as far as they are able to see and as far as they are interested in the matter). Reconstruct by means of pictures, descriptions and stories the early New England life in detail. Compare the colony with that of Jamestown and find the cause of their difference. The dramatic interest of the story should not be slighted, and the personality of the leaders should be made to exhibit to the children the Puritan character.

**BOOKS OF REFERENCE.**—Governor Bradford's Journal. Library of American Literature, vol. i, Stedman. The Beginners of a Nation, Eggleston. The Beginnings of New England, Fiske. English Colonies, Lodge. English Colonies, Doyle.

**CHILDREN'S READING.**—Pilgrims and Puritans, Nina Moore. Miles Standish, Longfellow. Standish of Standish, Jane J. Austin.

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## Sixth Grade.

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**HISTORY.**—*Causes of the Revolutionary War.*

**LITERATURE.**—Ballad of the Boston Tea Party, Holmes.

**MATERIALS.**—Pictures from historical cabinet. Original documents in historical cabinet.

**DIRECTIONS FOR THE TEACHER.**—Begin your work with an account of the Writs of Assistance. Show their relation to England's laws of trade—1660—1760. Read some of these laws from American History Leaflets and from Sheldon's American History. Let the children give arguments for and against such laws. Read selec-

tions from James Otis' famous speech in defence of the colonies. What was the "key note of his speech"? Why did John Adams say that "Independence was then and there born"?

Review the grievances of the colonies in regard to their relations with the mother country: royal governors, defence. Compare the colonies in regard to their self government.

What was the effect of the fall of French power upon the possibility of a revolt of the English colonies from the mother country? Select speeches on the Stamp Act from Bancroft's third volume. Let the pupils organize as an English Parliament and give the speeches made by Englishmen on the Stamp Act. Compare the Stamp Act and the Writs of Assistance as to the principle involved. Why did George the Third wish to have this act passed? (See sketch of the character of George the Third in Green's Short History). From the speeches given allow the children to discover the attitude of the different political parties in England on this subject. Read from Fiske's War of Independence, pp. 58-64. Select speeches showing the arguments against the Stamp Act in the American Colonies. Discuss the Stamp Act Congress, the riots, and other acts of opposition.

Let speeches on the Repeal be discussed in a similar way to those on the passage of the Act. Try to secure an understanding of the principle of "taxation without representation." Read the first chapter in Fiske's Civil Government.

The New Taxes of 1767—how received? Give vivid description of Boston Massacre (1770), and of Boston Tea Party (1773). Read selections from Burke's Speech on American Taxation. (Maynard and Merrill: 12 cents.) Boston Port Bill (1774). Read account of First Continental Congress from Lodge's Story of the Revolution in Scribner's Magazine (Jan., 1898).

**BOOKS OF REFERENCE.**—History of the United States, Bancroft, vols. ii and iii. Principles and Acts of the Revolution, Niles. History of Boston, Frothingham. Lives of Samuel Adams and of John Adams, Statesmen Series. History of the Revolutionary War, Gordon. History of England in the Eighteenth Century, Lecky. The Literary History of the Revolutionary War, Tyler.

**CHILDREN'S READING.**—Fiske's War of Independence. Coffin's Boys of '76. Sheldon's American History.

## Seventh Grade.

**HISTORY.**—*Development of the Union* (continued): The Slavery Question—1850-1860.

**LITERATURE.**—*The Present Crisis*, W. L. Garrison. Wendell Phillips, and Stanzas on Freedom, Lowell. *The Slave's Dream* and *The Slave in the Dismal Swamp*, Longfellow. *Under the Washington Elm*, Cambridge, Holmes. *To W. L. G. and Song of Slaves in the Desert*, Whittier. *Uncle Tom's Cabin*, Stowe.

**DIRECTIONS FOR THE TEACHER.**—Describe the scene in the Senate of 1850 when Clay's Compromise Bill was introduced. (See History of the United States, Schouler, vol. v, p. 160, and picture in Seventh Grade room.) Webster, Clay, Calhoun, Seward, Chase, Douglas, Jefferson Davis. Why was a compromise measure thought necessary?

Read selections from speeches of Clay, Calhoun, Webster (Seventh of March), Seward, and Chase. (See Schouler, vol. v, and Webster's Great Speeches, also Life of Clay by Schurz.) Read Whittier's Ichabod. Give Zachary Taylor's attitude toward the compromise. Show the effect of his death upon this question. Final passage of the provisions of the measure. Excitement over the Fugitive Slave Law and Uncle Tom's Cabin. See Sheldon's American History. Give a sketch of the life of William Lloyd Garrison.

Why did the great political parties of the time claim that the compromise of 1850 was a final one? Why was the slavery question introduced into the discussion of the Nebraska bill so soon after the compromise? For the attitude of Stephen A. Douglas, see Life of Lincoln by Nicolay and Hay, i. 345-51. Find the arguments on the Kansas-Nebraska bill. See Greeley's American Conflict and Blaine's Twenty Years in Congress. The same books give a description of the border warfare in Kansas.

Show the origin of the Republican party, the outgrowth of the repeal of the Missouri Compromise, and the growing anti-slavery

sentiment in the North. What new principle is involved in the Dred Scott decision? Study the Lincoln-Douglas debate. See Blaine's *Twenty Years in Congress*, i. 144, and Morse's *Life of Lincoln*, i. 111. *Life of Lincoln, Nicolay and Hay*, ii. 144. John Brown's Raid. Lincoln's Election to the Presidency.

BOOKS OF REFERENCE.—*Twenty Years in Congress*, Blaine. *History of the American Conflict*, Greeley. *History of the United States*, Schouler, vol. v. *Life of Clay*, by Schurz, and *Life of Lincoln*, by Morse, in the *Statesmen Series*. *Life of Lincoln, Nicolay and Hay*. *Speeches of Wendell Phillips*, Redpath. William Lloyd Garrison (*Century Co.*), 4 vols. *Lincoln-Douglas Debate* (Follett, Foster & Co.). *American History Leaflets: Documents Relating to the Kansas-Nebraska Act; Extracts from the Dred Scott Decision; Ordinances of Secession and Other Documents. Building of the Nation, Coffin. Constitutional History of the United States*, von Holst. *Lincoln and Men of War-Times*, McClure.

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## Eighth Grade.

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HISTORY.—*The Puritan Revolution in England*.

LITERATURE.—*A Glance Behind the Curtain*, Lowell.

DIRECTIONS FOR THE TEACHER.—Relate this period, first, to the earlier political development in England (the memory of the old Saxon methods and of the charters secured from earlier kings); second, to the Renaissance (the appeal to reason instead of tradition and the increase of intelligence through commerce, printing, and travel.

Recall the Tudor period with a view to showing the causes of the king's supremacy and tracing the growth of power in the Commons. Make a comparison of the forces of the King and the Commons at the accession of the Stuarts. The King's forces were: tradition, Episcopacy, Courts of Star Chamber and High Commission, Scottish ancestry, the power to assemble and dissolve parliament. The Commons' were: taxation, the new spirit



of the times. These forces came into collision. With what results?

Make a very thorough-going study of Cromwell as an embodiment of the period. Why was not a liberal government effected at this time? The success of the revolution is proved by a study of the two succeeding reigns. The revolution of 1688 completes the one in 1640. Examine the Bill of Rights.

**BOOKS OF REFERENCE.**—Life of Cromwell, Carlyle. Longer History of the English People, Green. Article in Britannica (England). History of England, Hume. History of England, Macaulay. English Constitution, Creasy. Constitutional History of England, Taswell Langmead. English Literature, Taine. Civil Government and Beginnings of New England, Fiske.

**CHILDREN'S READING.**—Heroes and Hero Worship, Carlyle (Cromwell). Fortunes of Nigel; Peveril of the Peak; Woodstock, by Scott. St. George and St. Michael, MacDonald. Shorter History of the English People, Green.

**DRAMATIC READING.**—Battle of Nazeby, Macaulay. Battle of Dunbar, Carlyle (Oliver Cromwell).

## Outline of Work in History and Literature.

APRIL.

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### First Grade.

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**LITERATURE.**—Tree stories in connection with awakening of life Rhoecus, adapted from Lowell's poem; Old Pipes and The Dryad, from Stockton's Fanciful Tales; Baucis and Philemon.

**MATERIALS AND APPARATUS.**—Pictures and drawings on the blackboard.

**DIRECTIONS FOR THE TEACHER.**—Study the motive of Lowell's poem, "Rhoecus," and select for your story the detail that will best develop that motive. What points should be omitted? What points should be omitted from the story of Old Pipes and the Dryad for a first grade story? Write a reading lesson. Study the story of Baucis and Philemon from different text books on mythology. Compare these accounts with that of Ovid in the *Metamorphoses*, Book VIII. What are the advantages of the original account for your purpose? Indicate in your plans lines of expression expected from the children.

**STUDY AND REFERENCE.**—Cox's *Mythology of the Aryan Nations*. Bulfinch's *Mythology*. Murray's *Mythology*. Gayley's *Classic Myths*. Guerber's *Myths of Greece and Rome*. Ovid's *Metamorphoses*.

**DRAWING.**—Blackboard illustrations of stories.

**PAINTING.**—Trees (from nature)

**ORAL READING.**—Blackboard sentences and printed slips.

**POEM.**—The Tree, Björnson.

**SONG.**—The Tree, Eleanor Smith.

## Second Grade.

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**HISTORY.**—Home Life in the Homeric Age.

**LITERATURE.**—The Odyssey: The Phaeacian Home; The Games; Journey to Ithaca; Penelope, Laertes and Telemachus.

**MATERIALS AND APPARATUS.**—Sand for molding site of dwellings; pictures; clay for modeling implements; blackboard drawings.

**DIRECTIONS FOR THE TEACHER.**—Tell the story of Ulysses and Nausicaa. Describe the palace of Alcinous. By means of blackboard drawings, give the children a picture of the country inhabited by the Greeks. Develop the necessity for their mode of building, letting the children invent ways of meeting such necessity. Show pictures of dwellings. Let the children draw the one they would prefer to live in and then imagine themselves as dwellers there. They will then invent means to supply all their wants and can be led to reproduce quite accurately the life of the primitive people. Compare with modern people. The story of Ulysses' entertainment by Alcinous will develop further the manners and customs of the Greeks.

**STUDY AND REFERENCE.**—See March work.

**DRAWING.**—Houses, implements, illustrations of occupations.

**PAINTING.**—Scenes in Greece.

**ORAL READING.**—The Story of Ulysses for Youngest Readers, Davis.

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## Third Grade.

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**HISTORY.**—Chicago as a Center of Commerce. The Discovery of America by the Norsemen. Changes in Modes of Transportation since America was Discovered.

**LITERATURE.**—Spring myths: Balder and Iduna, from Norse Mythology.

**MATERIALS AND APPARATUS.**—Pictures from historical cabinet. Blackboard drawings.

**DIRECTIONS FOR THE TEACHER.**—Study transportation exhibit at Field Museum. Our World's Fair; what did it celebrate? Who discovered America? From pictures of the scenery of Norway, lead the children to compare the seasons in that country with our seasons. Feeling of the Norse people toward spring developed. Tell story of Balder. Think of different ways by which the children may reproduce the story. Compare other stories of spring which the children know. Same for Iduna. Describe the Viking ships. Tell the story of Eric the Red, and of Leif, Eric's son. Connect this story with previous work by showing the change in modes of travel since America was discovered. Study modes of transportation with Chicago as a center.

**EXCURSION.**—To the Field Museum, transportation department.

**STUDY AND REFERENCE.**—Anderson's Norse Mythology. Baldwin's Story of Siegfried. Matthew Arnold's Balder Dead. Sheldon's American History.

**DRAWING.**—Illustrations of stories.

**PAINTING.**—Spring scenes; spring flowers.

**ORAL READING.**—Stories of Norseland, Mara Pratt.

**POEM.**—Tegnér's Drapa, Longfellow.

**SONG.**—Tegnér's Drapa, Eleanor Smith.

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## Fourth Grade.

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**HISTORY.**—Continuation of the study of Greek houses and temples. Greek customs.

**LITERATURE.**—Stories of Hercules.

**MATERIALS AND APPARATUS.**—Photographs and casts from museum of the school.

**DIRECTIONS FOR THE TEACHER.**—Study the story of Hercules from Greek literature, especially from Xenophon's Memorabilia and the Alcestis of Euripides. Read quotations from Balustion's Adventure, Browning. Find the motive of the story in the original

accounts. Read the nature interpretation of it in Cox's *Mythology of the Aryan Nations*, and the ethical interpretation in Ruskin's *Queen of the Air* and Symond's *Greek Poets*. Select for your story the details that will best develop the motive, and make your story dramatic in style. Write a reading lesson suitable for the grade. What expression in drawing and painting would be desirable? Criticise the stories found in books that the children can read. What stories would you give the children from "Gods and Heroes," and which would you omit? Why? Show photographs of celebrated statues of Hercules.

**STUDY AND REFERENCE.**—Xenophon's *Memorabilia*. The *Alcestis* of Euripides. *Balustion's Adventure*, Browning. Cox's *Mythology of the Aryan Nations*. Other works on mythology.

**DRAWING.**—Illustrations of history and literature.

**PAINTING.**—Scenes illustrating the labors of Hercules.

**ORAL READING.**—Some of the stories from *Gods and Heroes* by Francillon. (Select carefully.)

## Fifth Grade.

**HISTORY.**—Manners and customs of the New England Colonists.

**LITERATURE.**—Longfellow's *Miles Standish*.

**MATERIALS AND APPARATUS.**—Pictures from historical cabinet.

**DIRECTIONS FOR THE TEACHER.**—Select carefully the parts of the poem to be read by the children, orally. More difficult portions have read by thought analysis. Select different modes of testing the silent reading. By the constant use of art expression make the atmosphere of the poem real to the children. Select portions of the poem for the teachers to read to the class. Illustrate the entire poem by pictures from the historical cabinet as well as by drawing.

**STUDY AND REFERENCE.**—Longfellow's *Miles Standish*. Same authorities as used for March work.

**MOLDING.**—Surroundings of Plymouth.

**DRAWING.**—Illustrations of the poem.

**PAINTING.**—Scenes of Puritan life in the colonies.

**ORAL READING.**—Selections from the poem.

**POEM.**—The Witch's Daughter, Whittier.

**SONG.**—Duke Street, School Hymnary, page 155.

## Sixth Grade.

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**HISTORY.**—Continuation of the Ten Boys on the Road from Long Ago to Now: The American Boy. Study of the Revolutionary War.

**LITERATURE.**—Grandmother's Story of Bunker Hill Battle, Holmes. Concord Fight, Emerson.

**MATERIALS AND APPARATUS.**—Maps and pictures from historical cabinet.

**DIRECTIONS FOR THE TEACHER.**—By maps and drawings, picture the situation in and around Boston in 1775, before Bunker Hill battle was fought. By study of geography, trace the reasons for Concord Fight and the fortification of Bunker Hill. Study carefully the map of Charleston and vicinity. Account for the attack of the British upon Bunker Hill; use molding and drawing. Show the relation of this event to the causes of the war. How large a part did geography play in these movements? Compare the important characters. Notice carefully the results of Bunker Hill. Study the Second Continental Congress. Washington, Commander-in-chief. His work. Evacuation of Boston.

**STUDY AND REFERENCE.**—Fiske's War of Independence and American Revolution. Irving's Life of Washington. The Boys of '76, Coffin. The Siege of Boston, Frothingham. The Literary History of the Revolutionary War, Moses Coit Tyler. Bancroft's History of the United States, vol. iii. The Story of the Revolution, by Henry Cabot Lodge in Scribner's Magazine, 1898.

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## Seventh Grade.

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**HISTORY.**—The Civil War. See Course of Study in History and Literature.

**LITERATURE.**—Lowell's Biglow Papers. Lincoln's Speeches.

**MATERIALS AND APPARATUS.**—Complete set of pictures from Harper's Weekly in historical cabinet.

**DIRECTIONS FOR THE TEACHER.**—Make the nomination, campaign and election of Lincoln as vivid as possible by description and reading. Study Lincoln's first inaugural address. Study arguments for secession in American History Leaflets. Compare arguments. Study carefully the geography of the region in which the war was fought. What was the relation of the mountain region to the cause of the war? to the strategy of the war? Answer the same questions for the tide-water region; for the Mississippi River. Picture each region vividly.

From the conditions, decide as to the action of the South in defence, and of the North in plans of campaigns. What were the four great lines of movement? Why? Trace these movements in a general way and find the decisive events in each. Do not dwell upon battles. Study the change of plan in '63 and decide upon the value of the change. Read Sherman's Grand Strategy of the War in vol. xiii. of the Century Magazine. Commit to memory Lincoln's Gettysburg address. Would it be well to have an argument on the turning-point of the war? What would you consider the value of such an argument? What objections to it? What character sketches would you consider important?

**STUDY AND REFERENCE.**—Morse's Life of Lincoln, Statesmen Series. Battles and Leaders of the Civil War (Century Co.). Campaigns of the Civil War (Scribner). A Short History of the Civil War, Rossiter Johnson. Magazine articles. (See vol. xiii, Century, for Sherman's Grand Strategy of the Civil War.) Life of Lincoln, Nicolay and Hay. Autobiographies of Grant, Sherman, Jefferson Davis. Greeley's Great American Conflict. Pollard's Lost Cause. History of the Civil War, Count of Paris. History of the Civil War, Draper.

**MOLDING.**—Geography of the regions studied.

**DRAWING.**—Structure maps.

**SUBJECT READING.**—Text-books. Boys of '61, Coffin. Books of reference.

**ORAL READING.**—Selections from Lowell's Biglow Papers.

**POEM.**—The Present Crisis, Lowell.

**SONG.**—Battle Hymn of the Republic.

## Eighth Grade.

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**HISTORY.**—English History, continued. The Revolutionary War in American History.

**LITERATURE.**—Lowell's Under the Old Elm. Waterloo, from Byron's Childe Harold. Ode on the Death of the Duke of Wellington, Tennyson.

**MATERIALS AND APPARATUS.**—Pictures from the historical cabinet. Original documents and maps.

**DIRECTIONS FOR THE TEACHER.**—Study chiefly the struggle for parliamentary reform in England, and our War for Independence. Get the English view of the situation. Contrast the American view. Select speeches from Bancroft's History of the United States and from Niles' Register, from which arguments may be obtained. Review, very briefly, the campaigns of the war. Relation of the French Revolution to England and America.

**STUDY AND REFERENCE.**—Lecky's History of England in the Eighteenth Century. Green's Short History of England. Principles and Acts of the Revolution, or Niles' Register. Bancroft's History of the United States. Fiske's War of Independence.

**MOLDING.**—Regions of geography which influenced movements of the Revolutionary War.

**DRAWING.**—Modern ornament, from casts. Study buildings of our own times.

**SUBJECT READING.**—Green's History. Fiske's War of Independence.



## Outline of Work in History and Literature.

MAY.

### First Grade.

**HISTORY.**—In connection with making of the garden, study the development of agricultural implements—the plough, the hoe, the spade, the rake, and the harrow.

**LITERATURE.**—Stories of birds and of insects: King Solomon and the Bees, adapted from a poem of John G. Saxe; King Solomon and the Ants, adapted from Whittier's poem; The Cricket and the Poet, adapted from Browning's poem, A Tale; Arachne, from Baldwin's Old Greek Stories.

**MATERIALS AND APPARATUS.**—Pictures and blackboard drawings.

**DIRECTIONS FOR THE TEACHER.**—Let the children experiment with seeds by trying to plant them in a piece of ground entirely unprepared. What preparation of the soil do they consider necessary? What has been done with our garden? If we had no tools provided for us, what could we use? Let the children invent tools and try them. Let them suggest improvements. Draw pictures of primitive people at work cultivating the soil. Study these pictures. Suggest differences between their methods and our own. Write the stories as you intend to tell them. Indicate, in preparation, expression and reading expected from the children.

**STUDY AND REFERENCE.**—Industrial Arts, Butterworth. Encyclopedias.

**DRAWING.**—Blackboard illustrations of methods of tilling the soil. Blackboard illustrations of stories.

**PAINTING.**—Spring scenes.

**ORAL READING.**—Blackboard sentences and printed slips. Stories of insects, from Nature Stories for Young Readers, Bass.

**POEM.**—Little Dandelion, Helen Bostwick.

**SONG.**—Summer Song, from Songs for Little Children, Part I.

## Second Grade.

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**HISTORY.**—Study of costume, weaving and making clothing of the primitive people of whom the children have learned throughout the year.

**LITERATURE.**—Story of Athena and Arachne.

**MATERIALS AND APPARATUS.**—Specimens of raw materials: wool, cotton, silk, flax. Samples of fabrics. Models of spinning-wheel and loom. Primitive looms. Articles used in manufacture, as cards, reels, bobbins, etc. Pictures from historical cabinet.

**DIRECTIONS FOR THE TEACHER.**—Review primitive costume by means of reading-lesson and blackboard drawings on Cave-men, Cliff-dwellers, Eskimos, Indians, etc. Dress dolls in primitive costume. Let the children examine samples of fabrics and determine the material from which they are made. Examine fibers with the microscope. Show the process of cloth-manufacture by primitive methods. Let the children make a simple loom and weave on it. Show the improvements made on the primitive methods and let the children see the working of the spinning-wheel and loom. Tell simple stories of inventions relative to cloth-manufacture. Visit Field Museum.

**STUDY AND REFERENCE.**—Morgan's Homes and Home-life. Reports of U. S. Bureau of Ethnology. Encyclopedias. Figuier's Primitive Man. Stories of Industries by E. E. Hale.

**DRAWING.**—Illustration of processes in cloth-manufacture, especially in the primitive state.

**PAINTING.**—Pictures of cotton-plant, silk-worm, and primitive costumes.

**ORAL READING.**—Reading lessons on costume and on the history of some of the inventions.

**POEM.**—Little Indian, Sioux or Crow, Stevenson.

**SONG.**—Spring songs.

## Third Grade.

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**LITERATURE.**—Stories of Thor and the Frost Giants.

**MATERIALS AND APPARATUS.**—Pictures from historical cabinet. Blackboard drawings.

**DIRECTIONS FOR THE TEACHER.**—Read Longfellow's Challenge of Thor to the children. Let the children express their idea of Thor's appearance by drawing or painting. Show them other pictures. Lead them to interpret the myth. Tell the story of Thor and Skrymer as vividly as possible. Lead the children to interpret the story. The children may read the same story in Pratt's Stories of Norseland, using thought analysis when necessary. Reading of other stories from Stories of Norseland. Let the children show their appreciation of the meaning of the stories by blackboard drawing and other modes of expression.

**STUDY AND REFERENCE.**—Anderson's Norse Mythology. Carlyle's Hero as a Divinity.

**DRAWING.**—Illustrations of stories.

**PAINTING.**—Spring scenes from nature.

**ORAL READING.**—Stories from Norseland, Mara Pratt.

**POEM.**—The Challenge of Thor, Longfellow.

**SONG.**—The Sunbeams, Songs for Little Children, Part II.

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## Fourth Grade.

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**HISTORY.**—Continuation of the study of Greek art.

**LITERATURE.**—Stories of Apollo: Delos; the Python; Daphne; The Shepherd of King Admetus. Longfellow's poem, The Shepherd of King Admetus.

**MATERIALS.**—Photographs and casts from museum of the school.

**DIRECTIONS FOR THE TEACHER.**—Study the stories of Apollo from different text-books on mythology and from the story-books written for children. Which stories do you find best adapted to the fourth grade and why? Read original versions of these stories in Ovid's *Metamorphoses*. Read also the drama of *Alcestis* by Euripides. What is the physical basis for these stories? What is their ethical significance? When you have answered these questions, write the stories as you think they should be told. After telling these stories, what expression do you expect from the children? Show photograph or cast of Apollo Belvedere. Use reading lessons from Baldwin's *Old Greek Stories*. Study especially methods of conducting reading lessons.

**STUDY AND REFERENCE.**—Ovid's *Metamorphoses*. The *Alcestis* of Euripides. Text-books on mythology. Cox's *Mythology of the Aryan Nations*.

**DRAWING.**—Illustrations of literature.

**PAINTING.**—Illustrations of literature. Spring scenes from nature.

**ORAL READING.**—Apollo Stories from Baldwin's *Old Greek Stories*.

**POEM.**—The Shepherd of King Admetus, Lowell.

**SONG.**—Spring songs.

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## Fifth Grade.

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**HISTORY.**—The story of the founding of the Dutch settlements in New York.

**LITERATURE.**—Rip Van Winkle; Sleepy Hollow, and some selections from Knickerbocker's *History of New York*; Hans Brinker.

**MATERIALS AND APPARATUS.**—Pictures and blackboard drawings.

**DIRECTIONS FOR THE TEACHER.**—Picture the life in Holland and give the children a simple account of the Dutch struggle for freedom. Describe the Hudson River and tell the story of Henry Hudson. Describe the region settled by the Dutch. Give the children a very complete idea of the manner of life led by the Dutch settlers and encourage comparison with the other colonies.

**STUDY AND REFERENCE.**—Motley's Dutch Republic, Lodge's English Colonies, Robert's Civil Government in America. Old South Leaflets: The Dutch Declaration of Independence, 1581; Description of New Netherlands, 1655.

**DRAWING.**—Illustrations of Geography. Architecture and scenes from colonial life.

**PAINTING.**—Illustrations of Geography.

**ORAL READING.**—The Culprit Fay, Joseph Rodman Drake.

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## Sixth Grade.

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**HISTORY.**—Study of the Revolutionary War.

**LITERATURE.**—The Declaration of Independence. Independence Bell.

**MATERIALS AND APPARATUS.**—Maps and pictures from historical cabinet.

**DIRECTIONS FOR THE TEACHER.**—Study the Declaration of Independence. By maps and drawings, picture the situation in and around New York in 1776. By study of geography, trace the reasons for Washington's defence of Brooklyn Heights and the British attack. Study the map of New York City and of the waterway between New York City and Canada. Account for Burgoyne's invasion and for the movements it demanded; use molding and drawing.

Study the region about Philadelphia in the same way. Show the relation of the events in the region of Philadelphia to those of Burgoyne's invasion. How large a part did geography play in these movements? Compare the important characters: Washington, Charles Lee, Schuyler, Gates, and Arnold. Notice carefully the results of Burgoyne's invasion.

**STUDY AND REFERENCE.**—See list for April. Creasy's Fifteen Decisive Battles of the World.

**DRAWING.**—Maps of Geographical regions studied.

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## Seventh Grade.

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**HISTORY.**—The Civil War, continued.

**LITERATURE.**—Selections from The Commemoration Ode, Lowell.

**MATERIALS AND APPARATUS.**—Complete set of pictures from Harper's Weekly in historical cabinet.

**DIRECTIONS FOR THE TEACHER.**—Study in detail the three great events of '63: Gettysburg, Vicksburg, and Chattanooga. Make structure maps of these regions and lead pupils to reason from the structure of the country the plans of these engagements. Discuss the relative value of these events in relation to the progress of the war. Compare the plan of '64 with that pursued before. Trace Grant's movements through Virginia and compare with previous movements in the same region. Trace Sherman from Chattanooga to the sea and compare his strategy with that of Grant. Study again and more carefully Lincoln's Gettysburg Address and his Inaugural Addresses; review his career as president. Read selections from Lowell's Commemoration Ode. Discuss the principle of arbitration as opposed to war.

**STUDY AND REFERENCE.**—See references for April.

**MOLDING.**—Geography of regions studied.

**DRAWING.**—Structure maps of Gettysburg, Vicksburg and Chattanooga, also of Virginia.

**SUBJECT READING.**—Boys of '61, Coffin. Books of reference.

**ORAL READING.**—Selections from poems of the Civil War.

**POEM.**—The Cumberland, Longfellow.

**SONGS.**—Tenting on the Old Camp Ground. Marching through Georgia.

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## Eighth Grade.

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**HISTORY.**—English and American History, continued.

1. The Reform Bill of 1832.
2. Abolition of slavery in England.
3. History of the slavery question in America.
4. Other reforms in England: The Corn Laws; Free Trade; Irish Land Acts.
5. Sir Robert Peel, John Bright, Gladstone.
6. Review of the history of protective tariff in America.

**LITERATURE.**—Sohrab and Rustum, Matthew Arnold.

**MATERIALS AND APPARATUS.**—Pictures from historical cabinet.

**DIRECTIONS FOR THE TEACHER.**—Trace the effect of the American Revolution upon parliamentary representation in England. Present arguments for and against Reform Bill of 1832 from original speeches. Let the children debate the question. Why was the second reform bill necessary? Compare abolition of slavery in England and America. Why peaceful in one case and through war in the other? Trace gradual change of feeling in America in regard to slavery. Why are reforms usually developed slowly? What are some of the characteristics of the reformer? Are there any reforms needed in our time?

**STUDY AND REFERENCE.**—Epoch of Reform, Justin McCarthy, Epoch Series. First chapter of Fiske's Critical Period. Gladstone and his Contemporaries, Vol. I and II, Archer. Green's Longer History of England. Carlyle's Chartism.

**DRAWING.**—Illustrations of literature.

**SUBJECT READING.**—Green's Short History. Text-books in American History. Reference books.

**ORAL READING.**—Speeches from Archer's Gladstone.

**POEM.**—Poems on Slavery, Longfellow: The Slave's Dream.

**SONG.**—A Psalm of Life, Eleanor Smith.

## Outline of Work in History and Literature.

JUNE.

### First Grade.

**HISTORY.**—Life of natives of a warm country—South America.

**LITERATURE.**—Story of Demeter and Persephone. The Sleeping Beauty.

**MATERIALS AND APPARATUS.**—Pictures and blackboard drawings.

**DIRECTIONS FOR THE TEACHER.**—Study the story of Persephone from Ovid's *Metamorphoses*, from Hawthorne's *Pomegranate Seeds*, and from other versions written for children. Paint the appearance of the landscape in winter and in spring. Read different versions of the fairy tale of the Sleeping Beauty, and compare them in value for the children. Study *The Day Dream* by Tennyson. Study related stories. Suggest art expression.

**STUDY AND REFERENCE.**—Cox's *Mythology of the Aryan Nations*. Anderson's *Norse Mythology*.

**MAKING.**—Model of South American house.

**MOLDING.**—Illustrations of history and literature.

**PAINTING.**—Spring scenes from nature.

**DRAWING.**—Illustrations of literature.

**ORAL READING.**—Blackboard sentences and printed slips. Selections from reading books.

**POEM.**—Seven Times One, Jean Ingelow.

**SONG.**—Daisies Are Dancing, Songs for Little Children, Part II.

### Second Grade.

**HISTORY.**—Egypt: Appearance of country; the pyramids; the columns; the Lotus ornament.

**LITERATURE.**—Egyptian story of Cinderella and the common version of same story compared.

**MATERIALS AND APPARATUS.**—Pictures from historical cabinet.



**DIRECTIONS FOR THE TEACHER.**—From pictures lead the children to contrast the appearance of Egypt with that of the desert. Reason as to cause of difference. Tell them of scarcity of rainfall. Action of river explained. Children decide as to occupations of people. Food products of the country. How the river compels various kinds of effort. From pictures of the pyramids, discuss methods of placing stone in building them, and simple architectural principles by which rooms and passages were constructed. Let children discover, by building, how roofs might be made and learn the uses of columns. Show pictures of temples and paintings of decoration. How the Greeks learned from the Egyptians shown. Lead the children to notice ornament of our own time.

**STUDY AND REFERENCE.**—For geography, see *Ancient History of the East*, Smith, *The Story of the Nations—Egypt*, and *History of Ancient Egyptian Art*, Perrot and Chipiez. For the pyramids, see *Story of the Nations—Egypt*, *Encyclopedia Britannica* and *A Thousand Miles up the Nile*, Amelia Edwards. For other references, see *Seventh Grade work*.

**MAKING.**—Models of portions of the pyramids and temples, with bricks, to show simple architectural principles.

**DRAWING.**—Blackboard illustrations of scenes in Egypt.

**PAINTING.**—Lotus ornament.

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## Third Grade.

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**LITERATURE.**—Stories of Apollo: Delos; The Shepherd of King Admetus; The Python; Daphne.

**MATERIALS AND APPARATUS.**—Photographs and pictures from the historical cabinet. Blackboard drawing.

**DIRECTIONS FOR THE TEACHER.**—Study the stories from Ovid's *Metamorphoses* and from various versions written for children. Read Lowell's poem, *The Shepherd of King Admetus*. Write the stories as you think they should be told. Give your motive for telling them: Give your own interpretation of them and study the interpretation found in Cox's *Mythology of the Aryan Nations*. Find illustrations in classic art. Use *Stories of Old Greece* by Emma Firth for the children's reading lessons on these stories. Study methods of conducting reading lessons. Indicate written and art expression.

**STUDY AND REFERENCE.**—Ovid's *Metamorphoses*. Cox's *Mythology of the Aryan Nations*. Other text-books on mythology.

**DRAWING.**—Illustrations of literature.

**PAINTING.**—Spring scenes.

**ORAL READING.**—Stories of Old Greece, Firth.

**POEM.**—The Finding of the Lyre, Lowell.

**SONG.**—God Sends the Bright Spring Sun, Eleanor Smith.

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## Fourth Grade.

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**HISTORY.**—Continuation of the study of Greek art.

**LITERATURE.**—Hawthorne's *Pomegranate Seeds*.

**MATERIALS AND APPARATUS.**—Blackboard drawings. Photographs.

**DIRECTIONS FOR THE TEACHER.**—Study the story from Hawthorne's version. Read other versions written for children and compare them with Hawthorne's story. Read the story in Ovid. Should the story be told before it is read by the children? Study methods of teaching reading, especially thought analysis. Paint a spring scene from nature and a winter scene from memory. What illustrations of the story can you find in classic art?

**STUDY AND REFERENCE.**—Text-books on mythology. Ovid's *Metamorphoses*.

**DRAWING.**—Illustrations of literature.

**PAINTING.**—Spring scenes.

**ORAL READING.**—Hawthorne's *Tanglewood Tales*.

**POEM.**—The White Man's Foot, from *Hiawatha*.

**SONG.**—The Daisies Are Dancing, Songs for Little Children, Part II.

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## Fifth Grade.

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**HISTORY.**—Story of the founding of the Pennsylvania colony.

**LITERATURE.**—Tennyson's "The Revenge." Longfellow's "Elizabeth."

**MATERIALS AND APPARATUS.**—Pictures to show court life in the time of Charles II. and James II. Pictures of Penn and of the Quaker costume. Illustrations of architecture in this colony.

**DIRECTIONS FOR THE TEACHER.**—Contrast the life proposed for William Penn by his father, as follows: Tell the story of a naval battle of this period; describe the life at court and show the friendship of Charles II. and the Duke of York for Admiral Penn; give the plan of Wm. Penn's education; describe the Quakers and Penn's conversion. Show fully the ideas of the Quakers as illustrated in their lives. Tell the story of Benjamin West and of Franklin.

**STUDY AND REFERENCE.**—Early History of Philadelphia by Susan Coolidge. Fisher's Early History of Pennsylvania.

**MOLDING.**—Sand-modeling of the region around Philadelphia.

**PAINTING.**—Illustrations of history.

**DRAWING.**—Illustrations of history.

**ORAL READING.**—Stories of Penn and Franklin from the Readers.

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## Sixth Grade.

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**HISTORY.**—Study of the Revolutionary War: The War in the South.

**LITERATURE.**—Song of Marion's Men, Bryant. Yorktown, Whittier.

**MATERIALS AND APPARATUS.**—Maps and pictures from historical cabinet.

**DIRECTIONS FOR THE TEACHER.**—Study carefully the results of Burgoyne's Invasion. Why was the movement of events comparatively slow during the remainder of the war? Study the geography of the southern states, the plan of the last part of the war and the effect of the geography on the carrying out of the plan. What advantage did the British fleet give them? Notice the use of the French fleet at Yorktown. Results of the war both in England and America.

**STUDY AND REFERENCE.**—See list for April.

**DRAWING.**—Maps of regions studied.

**PAINTING.**—Scenes illustrating the war.

**ORAL READING.**—The Boys of '76, Coffin.

**POEM.**—Nathan Hale, Finch.

**SONG.**—Hail Columbia.

## Seventh Grade.

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**HISTORY.**—The period of reconstruction after the Civil War in the United States.

**LITERATURE.**—Suthin in a Pastoral Line, and last Poem from Biglow Papers.

**MATERIALS AND APPARATUS.**—Pictures and blackboard drawings.

**DIRECTIONS FOR THE TEACHER.**—Make the characters acting in this scene as life-like as possible. Let the opinions and actions of these people lead the pupils into discussions on the principal questions at issue. Give a clear picture of the conditions in the two sections of the country at the close of the war. Show the effect of the inventions and improvements made about this time.

**STUDY AND REFERENCE.**—McPherson's Reconstruction. Blaine's Twenty Years in Congress. Sheldon-Barnes' History of the United States. Biographies of Lincoln and Grant. Taylor's Destruction and Reconstruction. Division and Reunion, by Woodrow Wilson. The Political History of the United States, Goldwin Smith.

**DRAWING.**—Maps.

**PAINTING.**—Scenes in the South and in Alaska.

**ORAL READING.**—Extracts from Lincoln's letters and speeches.

**POEM.**—When the Green Gits in the Trees, Riley.

**SONG.**—Hunting Song, Veazee.

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## Eighth Grade.

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**HISTORY.**—Period of Reconstruction following the Civil War. Leading political questions since the war.

**LITERATURE.**—The Vision of Sir Launfal, Lowell.

**MATERIALS AND APPARATUS.**—Maps to show prevalence of opinions according to section.

**DIRECTIONS FOR THE TEACHER.**—Taking the last poem of the Biglow Papers as a basis, review the period following the Civil War. Encourage discussion and free expression of opinion. Deal with the Tariff question and other modern political questions by presenting subjects for discussion and then searching for the history of these questions as the discussion demands the facts to establish the stand taken by the pupils.

**STUDY AND REFERENCE.**—McPherson's Reconstruction. Blaine's Twenty Years in Congress. Brice's American Commonwealth. Tausaig's History of the Tariff.

**PAINTING.**—Scenes illustrating different modes of life in different sections of the United States.

**DRAWING.**—Illustrations of history.

**POEM.**—Lowell's Rhœcus.

**SONG.**—Summer Suns Are Glowing, Readegger, School Hymnary.

## Methods of Teaching History.

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An aroused public conscience in regard to the state of society is one of the most encouraging signs of the times. That we are responsible for one another industrially and morally is gradually, if slowly, permeating the popular thought. It is evident not only in the abundance of works on sociology, but in our lighter literature and in the art of our time. The monthly magazine and the picture gallery force it upon the attention of even the most indifferent.

This growing sensitiveness shows itself especially in a new interest in education. The methods of the past are being weighed in the balance by the people themselves, and, as they are found deficient in affecting the social welfare, reform is demanded. The teacher hears the cry of the people and finds it reinforced by his own study of the laws of mind growth. Through a psychology which finds unity in the soul rather than independent powers of intellect and will, he is learning to regard his work less and less from the material standpoint, and more and more from the spiritual. Naturally, there is much discussion of the ethical value of the subjects of study. Natural science and history are judged by their influence upon the development of character, and if either fails to stand the test, it is shifted from a principal to a subordinate place. The weight of opinion inclines toward history as the more important, on the ground of its revelation of a moral order in the universe. If the law which determines our position in the scheme of creation were learned wholly through a study of our relations to society, we might accept the creed of the majority as the last word in our plan of work. But as our place in the universe is ascertained by the study of our relations to nature as well as to man, we may still seek for an adjustment of studies that shall make each helpful according to its own nature in character growth.

Perhaps the solution of the problem lies not in the subordination of either one to the other, but in a common starting point. The purpose of all study is to help immediate action. It is not in past conditions that the greatest interest lies, but in present personal experiences.

The voice of the past modifies the life of the present, or it has no message for us. The community life of today is the basis of history, as the physical environment is the basis of science. The needs and the duties of the present are the only guide in arranging and combining these subjects.

Present interests center about the home, the school and the community, and find expression in work. In this work, material is used gathered from the physical environment. The study of the material or of the laws by which it may be utilized in invention gives us natural science lessons. The study of the usefulness of the invention to mankind in the present and the changed conditions of the race in the past as a result of improvement in invention gives us history lessons. Social institutions as they are necessarily brought to the attention of the children demand explanation, and literature and art are needed to give clearness and reality to the life of the past. Thus history as well as science grows out of the child's action. In history, no less than in science, good teaching is impossible unless it begins with the present. History is the explanation of the social life of today. It takes institutions which are complex and difficult to understand and traces them from simple forms, throwing a search light upon their whole course through the ages, which reveals their wealth of meaning. To be effective, our work must always find its starting point and outcome in some demand for action.

It is a superstition to suppose that any amount of knowledge of Greece, Rome or the Middle Ages has in itself the power to guide and control individual action. The great questions of today can be settled satisfactorily only by those who have learned to interpret their own feelings, their own relations, their own duties, and to act in harmony with conviction. But history is not thereby rendered less valuable. While the old study of history as a record of events of the past gave us pleasure from our intense enjoyment of all the varying scenes of life, the view of it as the explanation of present conditions gives it a new importance, a real necessity. We cannot understand ourselves without it. We cannot act well our part in our little life of today without seeing ourselves in action in the greater life of all the historic centuries.

If we accept the proposition that all our history must be grounded in the present needs and interests of our pupils, we may draw freely from any part of the past to help the child at any age. We are not obliged to follow the logic of events and arrange them according to their occurrence in time. Whatever we need, we may use. Methods

of skill in industry or art, action according to principle, and deeds of heroism need not be omitted from any grade of work because they did not occur in our own country or in the particular country which we introduce as the study for that grade. We need only ask, Do these pupils need this particular truth at this time? Does it illustrate or expand the thought on which their minds are now intent? Their power to receive and assimilate the new truth is not dependent necessarily upon some related fact in the subject, but upon its usefulness in their work or in their thought. It is wonderful how readily we ourselves keep what we can use in any practical way and how much we throw away that is unrelated to our immediate needs. Are our pupils drawing a decorative design for some useful purpose, history lessons may better explain certain of the designs of other nations, even of old Egypt or far off Japan, than attempt to turn the attention of the children to subjects of American history entirely disassociated from the drawing. Are they interested in irrigation, in dykes and canals, better let them learn of Holland with its wonderful story of the siege of Leyden or, if younger, "The Boy at the Dyke," than to chain them by chronology to facts otherwise important but not immediately useful. Why should we wait until we are ready to give the entire history of England before we teach anything of the Age of Chivalry? The study of that age pictures for us by contrast our unfortified homes protected by the strong arm of the government under which we live in peace. It shows us the true gentleman like the medieval knight in gentleness, courtesy and heroism, but a vivid contrast in obedience to law and breadth of sympathy. It explains the origin of many of our customs and the spirit of our early struggle as a nation for independence. It interprets the experience of the average boy and girl of the grammar grades and helps them to overcome their lawless moods, to cultivate noble and gentle traits, and to appreciate home and country.

It is unnecessary to draw any illustrations from Greek history, because Greek art and literature have so won their way into modern life that pictures and stories from them are almost as common as those from our own time. When we use the beautiful stories of Greek literature, we hardly feel that they are separated from their place in the logic of events, so true are they to the art instincts of all time.

If we are to draw freely from the treasures of the past, it may seem difficult to tell how far we should carry the work in any one subject in any given case. That can be determined only by careful consider-



ation of the use we wish to make of the study. Just as far as the pupil needs to pursue the subject in order to assimilate it for present purposes, so far and no farther let him go. With advancing years he may dig deeper and deeper into this mine of historic treasures and find explanation of and direction for the new impulses and enthusiasms of his own being.

No matter how long we consider it best to study the history of any one nation or age, the chronological may not be the best order of topics. Interest is greatest in a nation at its best, that is, at the time when it had the greatest skill in the industrial arts or produced its masterpieces in literature and art. Greece at the Age of Pericles siezes hold of the imagination as at no other time. Both in High School and Eighth Grade, I have tried beginning Greek history with the Age of Pericles. When the Acropolis, the Parthenon, the Elgin marbles, the drama, the stories of Pericles and Socrates have shown the order and harmony of Greek life, there is always a desire on the part of the pupils to know what the forces were that produced these qualities. We have then an interest in the development of the political institutions of the Greek people that we could not have induced by beginning, as our text books do, at the earliest events of their history and following the chronological order of topics. We have thought too much of the order of the subjects and too little of the interests of the child. I repeat that when we follow the child's sympathies in our teaching, we find that he assimilates material helpful in his activities. It is the order of the child's action and not the order of the subject that must be our guide.

If the facts of history must be translated into terms of the pupil's own experience in order to be of value, if the facts themselves have no particular power, then it is not by courses of study, however excellent, that we can hope to affect the child's life. It must be by the intelligent use that we make of our course of study. Being allowed to teach some portion of historic material in every grade, as we now are, we have the great advantage of scope enough for our work. It becomes a question of our method of teaching whether the work shall have ethical value or not. In the first place, it is very difficult to get rid of the belief that facts in themselves are valuable, and the greatest hindrance to good work lies, it seems to me, in this old superstition. Teachers feel that they must get over ground, their pupils must be familiar with the leading topics of an entire nation's history or their ignorance of some important part will be disgraceful. Accordingly, as soon as the children have fairly begun to enjoy a

subject, they are rudely snatched away from it and hurried on to the next one laid down in the text book. Time spent in giving vivid pictures of the first subject would hinder their getting through the book, so there is never time to realize with any fulness the spirit of the past. In our rapid flight over the events, we forget that our pupils are gaining only facts and losing the one thing worthy of study, the interpretation of those facts. The translation of past life into terms of the present cannot be brought about without time to realize that past. We must bring to bear upon it literature, art, character study, everything that will help to give it reality. This cannot be done in a moment. Teachers must feel at liberty to take time to use all the suitable material that they can find related to the subject. They must not feel goaded on by any superior power. The good of the children only must be in their minds. If teachers feel that their pupils are to be tested on a certain amount gone over, they are prevented from doing genuine work. There is great danger that they will fix their attention upon the mechanical results of their work rather than upon the spiritual side of its significance. I believe that the supervision of history lessons requires the sympathetic attention of the supervisor to the spirit of the teaching, instead of any examination of the facts held in memory. History should appeal to the feelings and cause reflection. Acquisition of knowledge is a prerequisite to these ends, but valueless otherwise. To do genuine work in this subject, then, the teacher must have freedom, a freedom encouraged by sympathetic criticism, and appreciation of results that are not apparent on the surface and cannot be shown on paper or by glib recitation.

A complete test of the study requires attention to many kinds of expression. We are just beginning to realize in our schools what expression means. In the past we have been satisfied with what we called thought, and have separated thought from action. Now we know that the two are inseparable. To have the best thinking, we must allow that thinking its natural outlet. The psychology of our time proves to us that all thought tends to produce action, and action checked limits thought. Our educational methods must shape themselves according to this law of psychology and suffer revolution thereby. Restrain expression in school and you produce correspondingly weak thought. The pent up energies of the child find vent in the more vigorous outside life. While we make a feeble effort to interest him in the dead past and think him dull and spiritless, perhaps it is the impressions of the street that are really shaping his destinies.

Much has already been done to help the teachers to group their work about important centers and omit unimportant details, to read topics as wholes, to read history as they would story, thoughtfully and with interest. This is all good, but is it enough? However good the books selected, they are all brief, they all give summaries of the events of the past instead of filling that past with reality. If we are to follow the law which compels thought expression, then to secure expression of the life of an age, we must vivify that life, reproduce it by pictures, stories and original material as far as possible. History lessons must involve not merely reading the text, however intelligently, but introduction of other related text, study of geographical conditions, free discussion carried on as far as possible by the pupils, explanation by the teacher, outside reference work provided the pupils are mature enough, liberal use of photographs and other pictures, and of related literature. Perhaps the best outcome of the use of poor text books, has been to force the teacher from dependence upon any book, and compel oral description and illustration of a varied character. If the geographical relations of the subject only were vividly realized, improvement in results would be surprising. Geography connects science and history, and unifies the entire course. Without it, history has no abiding place, and soon fades away into thin air.

When a vivid picture of any set of ideas has been gained by the pupil, as of the appearance of surrounding country or kind of houses built, drawing is one of the best means of expression. By trying to externalize his own image in a drawing, he strengthens it and learns its poverty. He also gets an impulse to add to that image by renewed study. The free use of drawing in connection with the history lessons would do much to prevent an effort to remember half understood ideas. This implies a reconstruction of the course in drawing. It must find its basis in the demand of the child to express the vital interests of his school life. Blocks have no such vital interest in themselves. While the child is longing to give his impressions of nature and of human life, to compel him to copy geometric forms is to give him a stone instead of bread. It is to isolate form from thought. Teaching for technique alone produces not even the skill sought, much less power. The teachers of history need the help of the drawing teachers to free them from their lack of power to express themselves in such a way as to encourage full expression on the part of the children. Our drawing has stood by itself long enough. Let it help the child to complete his ideas in all

the other subjects, and it will become a great power for good, uniting thought and action. When manual training becomes an essential part of our course of study, we shall have another aid to expression through making.

The highest expression of history possible and the most difficult to observe and appreciate at its real worth is shown in the relation of the children to the community life of the school, the action of the pupils toward one another. The outcome of the study should be the pupil's recognition of his own place in the community, and his willingness to fill that place. A growing sense of his own power to do certain definite kinds of work, and a regard for the general welfare, show that educative work in the true sense has been done. No other test is absolute, no other takes the whole nature of the child into account. This is final. But, in order to apply it, the teacher must know the problem of education in its larger features, and must be influenced by its spiritual significance.

While the separation of history from art and manual training works great injury to the subject, its isolation from literature is a second great mistake. There is a prevalent doctrine that the study of literature produces culture, that, when we arrive at years of maturity, we ought to know the stories that have come down from the ancients, and to have read the best books of all the ages. Greek mythology is, I believe, usually taught because it is thought that cultivated people recognize allusions to the myths, and teachers wish their pupils to belong to the class of the cultivated. I do not believe that literature, in and of itself, has any more than history a special virtue, and however valuable acquaintance with ideas commonly known may be, the great ends of the study of literature are not gained by the culture motive. Literature related to the experience of a person enlarges that experience, interprets it and so induces wider living. Outside of that relation it has little bearing upon the formation of character. Its place is in connection with some action which is being performed, and in which the science and the history both have their starting point. When the pupil has need of it, it becomes a part of his own thinking, some other thinker helping him to deeper insight than he could otherwise gain, but in the same direction in which his thought is started. Without the impulse of his own thought, it would probably fall upon the stony ground that produces little grain. The story from history or mythology that gives an experience of life which the child has never felt, may do actual harm instead of good. Teachers say that these are the stories that

every cultivated person knows. The pupil will hear about them or come across them in his later reading. He will then need them. But why should we use the time of our pupils preparing them for something that they may need years hence? Have we not enough to do to guide them through the spiritual conflicts of their present lives? Surely they have immediate temptations from which they need to be saved, and they have present duties in the performance of which they need guidance. The safety of the future lies in the right action of the present. To give them what they need to-day requires more than all our time and the greatest care in selection. Much of the harm of the teaching of mythology as it is done today comes from the violation of this principle. Teachers do not study the experiences of their pupils and adapt the stories to those experiences, but they presume that one story is as good as another, provided it is to be found among the supposedly beautiful Greek myths. Beautiful those myths are, for they come from a people who loved nature intensely and lived close to nature, and from a people who expressed themselves freely in wonderful art forms. But, when we give an experience only suited for the mature mind to the little child, we rob it of all its beauty and make it a source of deformity. When the child is himself attracted toward any beautiful object in nature, and we tell him a story that expresses the way people long ago saw and felt that beauty, the story has value for him. When he appreciates the need of cultivating his own physical strength and using it, and we tell him of Hercules, the strong one among the Greeks, who "held his life out on his hand for any man to take," and deemed the joy of service the greatest joy, the story can hardly fail to do its legitimate work. But intrigue, fickleness and deception should never be allowed as motives for the story, no matter from what literature derived. If we select on the principle of the child's needs and not on that of future culture, we cannot fall into error.

History, taught from the standpoint of present needs, helps the child to realize himself in his highest action. It teaches him to find the eternal in himself and to submit himself to eternal law. It frees the soul and makes it ready for its place in the community life. Why are we so willing to let the world suffer while we live in comparative ease? Because we have not fully learned our place in the universe, our relation to the whole of humanity. Let the education of the children of to-day follow the lines of action in connection with thought, let it foster minds open to conviction and ready to act upon conviction, and we shall have a people whose sympathies will make them indeed a free people.

## The Relation of History and Art.

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We hear much of the magic power of literature to transform the self of reality, the sordid, commonplace self of actuality into the self of possibilities, the ideal character. Art also has its place, in the common acceptation, as a means of developing the aesthetic sense. The importance of both literature and art seems to be very generally accepted and much thought is expended in making them effective aids to education. Yet literature and art are but partial expressions of the social life of past ages. It is history which involves the complete social product, and it includes literature and art as types or forms by which the race has left the record of its ideals.

In the common view, history serves to teach the science of government, to train the prospective citizen to the proper exercise of his duties in the state. It is less widely understood as the study of all phases of society. If the outcome of education is to be the best possible community life, then history, through which we explain the community life, becomes of the most vital importance. It is only through the interpretation of history that we can understand the arts and sciences, the institutions and ideals of our time, and, without such understanding, we are unfitted to act our part in the life about us, or to help to introduce new and higher ideals.

Through history, we are able to analyze the life of our time. By means of it, we may isolate typical forms and trace them to their sources, and the farther back we reach into the beginnings of inventions, institutions and beliefs, the greater the light thrown upon the present. Primitive life was comparatively simple. The centuries which have rolled away since the dawn of civilization have introduced manifold complications into the science of living. It is no longer easy to choose our course of action. As the many-roomed house of the comfortable citizen of today requires for its construction a variety of tools and division of labor unknown to the builder of the mud-hut or wigwam of the barbarian, so questions of ethics perplex us all that never dawned upon our far-off ancestors. If we are to see clearly, and decide independently in these complications, it must be

by the aid of the simplifying processes possible to history. It is not, therefore, a subject to be studied for a brief time to explain, perhaps, some one phase of our experience, as government, but it is a constant necessity that all phases of experience should be related to it and interpreted by it.

Many years of such education are needed to cultivate a habit of resolving conditions into their elements and give independence and impartiality of judgment.

The formation of habits of thought and powers of action demands selection of material which bears upon the immediate action of pupils from the beginning. Otherwise study is a thing apart from life. It is a matter of school only, an artificial procedure to be gone through with, and not a necessary means to some course of action. For this reason, our starting-point must be the questions of our own age, the industrial and social problems which lie about us and are of especial interest to us. The reading of the present through the language of the past involves the use of such material illustrating any age as will give the feeling of acquaintance with the spirit of that age. It involves time to think as people have thought and repeat in imagination their experiences. With the ambition of acquiring information, or even with the pleasure of tracing cause and effect, we might be satisfied to pass rapidly from age to age, skimming over the surface of things, and gaining a bird's eye view of humanity's story. But when our motive is that of building the youth into the man or woman with wisdom, which means character, we demand time to live with the people of the past and appreciate whatever they added to the sum of human excellence. With this motive in view, time is then the first requisite for an effective method. The short courses in history common in our schools seem to me the greatest hindrance to successful work in this subject. On account of this limitation, the teacher must necessarily do mechanical work. Any effort to give the spirit of an age requires more time than is consistent with the short course. The result is that our pupils try to remember poorly digested facts, and their tastes, feelings and actions are very little influenced by their study. By such mechanical methods, the function of our work in history is lost, and precious time is wasted which might be given to other subjects pursued with better methods.

The brief course seems to be a survival from the days when the information motive ruled supreme, and it was supposed that enough facts could be acquired in one year to serve as a foundation for general culture. As the old spirit has passed away, is it not possible to

rid ourselves of the skeleton and construct a living course which shall give each subject its legitimate opportunity for influence? There are always critical questions connected with our social life which especially interest us. It is in the light of history that we read these questions most clearly and get the most help in answering them. There is no year of our school life or of our later life in which we do not need to trace the evolution of some invention or political institution, or pressing social problem. History, then, in some form, should belong to every year of the school course, and not to an occasional year only. If continuous, it might be taught by such methods as would render it especially valuable training for the student as well as powerful in its influence over his actions.

If some historical period is made a part of each year's work, and thus an opportunity is offered for the best methods of study, how is any phase of the past to be realized most fully? We must see the real thing and try to appreciate it. It is our endeavor to look at things as they actually were that will lead us to find the materials, the tools of our work. These are the remains of the past, what a generation has left of art products, of institutions and of literature. Through these sources we must search for the spirit of the time, and here we see how essential art is to the understanding of history. In every age man has left some memorial of himself in what he has made and what he has written, a body of material through which we must seek for the character of the spirit of the age.

All study of history demands a careful reading of the record that man has left of himself in tools and buildings and in painting and sculpture. The products of the artisans and artists of a race are among the highest expressions of the thoughts of that race. An age may be measured by the work of its hands as well as by its language and literature. History is the record of man's energies as developed through the ages slowly working toward a more perfect state. To study history is to read this record. It is to make the building, the marble, the painting, as well as the word and the poem, yield their secret and reveal to us the spirit that produced them.

Perhaps the best historical work of the past few years has been done in that prehistoric region, that "dawn before the day" which produced no written records. Only a short time ago, it was thought impossible to picture the life of man in these earlier ages. But as the pages of geology were read showing how the earth itself was fitted for the home of man, the new sciences of archeology and anthropology took up the work and gave us chapters of man's life far earlier



than even the writing upon Babylonian brick or Egyptian stone. These priceless chapters have been given to us because historians looked to the rude and simple art expressions of a primitive world even traced on the bones and tusks of extinct animals. What is true of the time before man learned to keep a record of events, is true of all times. Sentiments and tastes, thoughts and aspirations are always expressed in artistic activity as well as in literary form. Our age needs an education which will bring to each individual the power to give expression to his inner being and so fill every phase of life with the joy of the artist. Such an education will not result from the study of one or two phases of history, as English and American, for two or three years. Many years are needed to cultivate a habit of tracing conditions to their elements and give independence and impartiality of judgment.

It is commonly understood that literature and art belong to all stages of growth. The very young children have their stories and poems, and they draw and paint. History is considered to be for the maturer mind, the later stages of progress. But has not the little child his social life? He is forming habits at home and in the primary school by which his relations to his fellows are determined. From the kindergarten to the University, regard for the rights of others, ability to adapt one's self to conditions, and thoughtfulness concerning one's own duties, must be cultivated, and the necessities of the present suggest the material for study.

The purpose of all study is to help immediate action. It is not in past conditions that the greatest interest lies, but in present personal experiences. The experiences of the little children center about the home life and find expression in the work they like to do. In this work, material is used gathered from the physical environment. The school should furnish the necessities for using this material in the same way that it was used by early people, and so the children may pass through, in a measure, the same experiences as the race, and gain from them the same development. Outside of school it is difficult to furnish these necessities. Everything is done for the child. His house is constructed for him, tools are furnished him without the need of his own invention, cooking is done for him, clothing is made for him. How can we give him the opportunity to use his own powers in construction and invention? It is the business of the school to meet this want. By giving the child material to use and guiding his inventive powers in sufficiently simple work, he repeats the building, cooking, making of the past and goes through the same neces-

sities as forced the race growth. It seems apparent that the basis for the teaching of history lies with the little children as with the mature student in the needs of the social life. It is not the past but the present that is our subject of study. To direct the interests of children in present life, in the conditions which they find surrounding them, is of far more importance than to acquaint them with conditions which have existed in the remote past. For centuries, we have been looking to the lessons of Greece and Rome to transform our youth into ideal citizens of a self-governing republic, only to find our own problems still very far from solution. We have missed the vital point, that present personal action is the key to the understanding and use of the lessons of bygone times. To enter into the life of all the ages is to widen our horizon by the experiences of thousands of people for thousands of years, but we can take from the past only what we carry to it modified and developed. Historical material is valuable in so far as it reflects ideas that have been realized in one's own living and no farther. As long as it is given without any relation to the receptive attitude of the learner, we cannot hope for valuable results. Action originates in present necessities and the function of history is to direct that action by throwing upon it the search-light of all the wealth of the historic centuries. Until our motive is transformed from contentment with the memory of what others have said and done, to the direction of immediate personal action, we may expect for all our efforts a harvest of words unblessed by deeds, characters unsuited to the demands of an age of progress.

It is only this change of motive that will show us the great necessity for historical training with the little children. The little child has his part to play in the home circle. He likes to build any kind of rude house with blocks, or sticks, or snow. He carries on the household industries of cooking, sewing, making. These things that he can do furnish the data from which he can understand how other people have lived and worked. To give him the history of a high stage of civilization would be folly. His own life is simple and he can be appealed to only by the simple phases of other human experiences. But these experiences he may make his own, and by so doing, the industries which give him shelter, food and clothing gain a significance otherwise impossible.

Let children try to construct for themselves protection from the wind and storm, the sun and the cold, with the materials furnished by their own environment of forest or plain or city, and with such tools as they can command. All children like to build, but the

building instinct is rarely utilized as a means of education. By the exercise of their own constructive ability, they learn something of the difficulties of the art which gives them a home, and the complications of the builder's craft. They gain skill in the handling of tools and materials. They will then appreciate the efforts of the savage or barbarian who digs himself a cave, or, with the rudest tools, and with the wood or clay or stone found most conveniently at hand, makes himself the wigwam or the mud hut, or the cliff-dwelling or the pueblo. Building then, such houses as primitive people have actually used, their appreciation of their own advantages and also their sympathy for the less favored people of the childhood of the world are cultivated, and so their lives are enriched and vivified.

The use of the tools of early man leads naturally to the question of the origin of these tools. Searching in nature's storehouse, children rediscover the rude tools and implements necessary to the simple architecture of that primitive time and for procuring food and making clothing.

The life of Hiawatha in the wigwam, or of the Eskimo in his northern hut, or of our forefathers in the original Aryan home, is realized again in the activities of the little ones of nineteenth century civilization. The industrial arts by which the race lifted itself from age to age to higher and higher levels are the arts which aid the individual at every step of his progress. It is not the knowledge of any of these things that is the valuable product in the child's mind, but the gaining of the skill and power for which the life of the past is the stimulus. He becomes dimly conscious of the fact that the world is a continuous whole. The invention of pottery has been considered of such importance to the progress of mankind that it marks the stage of growth from savagery to barbarism. If the experiments of the little child in cooking lead him to see the disadvantages of the wooden and the stone dish, and to try the use of clay, and learn to model a jar like the first products of the race in pottery, has he not taken a long stride in his own development? When we give him the same opportunity that the necessities of life gave the race to try his crude product and gradually improve it in form and durability, learn to harden it in the fire and make it beautiful in shape and decoration, it seems safe to believe that he has gained more real insight into the arts of our own time than he could by the learning of many words. If the imperfect product of his own hands leads him to take delight in cup or plate set before him in his home, is not the power of appreciation a

thing you would prize? The æsthetic feeling must be gained by his own use of material and not by knowledge of what others have done. Let the child try to create fire with flint stones or by rubbing two sticks together, let him learn of the industries by which fire has been produced and utilized, and the warmth of the fireside hearth will assume a new importance and the comforts of our modern life a new significance.

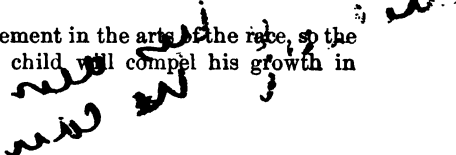
To give the primitive home completeness, its inmates must be clothed in garments of skin which children can readily decide as a material at first obtainable. Then the necessity for cloth arises, and the process of weaving must be introduced. The making of the loom and learning to weave are within easy limits of manual training. Surely no interest of childhood is a more prominent one than that of playing with dolls, dressing them and making clothing for them. Sewing becomes a necessity here, and why is it not as useful to the individual child of to-day as it has been to the entire human family of the past?

There appears to be no lack of material for early history lessons and no barrier between history and art. If the same necessities for expression are given to the children that nature furnished to the childhood of the race, the skill and power in construction and embellishment that the race secured will be the natural outcome of each child's education. Living the life of the past will mean doing what people of the past did, and so entering into our inheritance of artistic ability and appreciation. All have a right to delight in a growing conception of the beautiful, and by a new ideal of education all may come into their own.

At first, art expression in the individual, as in the race, must necessarily be crude. Any attempt at a finished product would be to impose something from the outside and prevent free development from within. But gradually the natural powers educated by study of material in science are refined by the understanding of the use to which this material has been put by society, and the beautiful products of civilization are the result.

To study history, then, is to study art. One is impossible without the other. To realize the life of primitive man is to enter into his thoughts, to do his work, to appreciate his difficulties and to triumph as he triumphed over circumstances of environment and inheritance. This knowledge of the life of the race gives a basis for an intelligent sympathy with mankind.

As necessity compelled improvement in the arts of the race, so the same necessity appreciated by the child will compel his growth in



artistic skill. Shepherd life makes such demands upon invention as the hunter never knew, and agriculture still further tests the ingenuity. Here the garden work so useful in natural science training, becomes the basis for the understanding of the origin of the processes of ploughing, sowing the seed and reaping the harvest. Now that thousands of laborers upon the soil contribute daily to our abundant supply, it gives a wide perspective to the groaning tables from which we thoughtlessly select our food to consider the invention of that wonderful implement, the plough. No wonder that the Indians called the maize, Mondamin, the friend of man, and looked upon its discovery as of no less cost than the mortal struggle of their great hero, Hiawatha.

Food, we may be sure, occupied a large share of attention in the life of our far off ancestors. By improved methods of obtaining it, tools, house life and all the arts were improved. The use of artificial instead of natural food distinguishes the barbarian from the savage, and agriculture led directly to civilization. In the study of the means by which food has been obtained through all the ages, science, geography and history meet. Expression of the life of the hunter, the shepherd, the farmer and the trader requires the use of many forms of art and must, if at all adequate, develop manifold skill. It is difficult to understand the use of literature and art in education without reference to history. It is the child who has tried to produce fire with primitive materials that can best appreciate what Prometheus meant to the Greeks, and how they loved to tell of his martyr woes in their behalf. When Hiawatha's life in the forest by the Big Sea Water has been realized through building the wigwam, making the canoe, and using the stone tools with which all his work must be accomplished, the stories of his sailing, fishing and fasting have a force which makes them valuable. Otherwise they serve merely to entertain an idle moment and make no lasting impression. Literature should be related to experience, and individual experience is enriched and clarified by the understanding of the social uses to which it is related.

The natural tendency to express the life of an age given its free play makes art a necessity. Through it, the constructive ability is developed, and crude results are gradually modified until ideas of fitness and beauty in design and decoration become apparent. It is the effort to produce objects useful for ourselves, broadened and deepened by the efforts of all the past in the same direction that will give true artistic training. Any art which does not have its roots both in per-

sonal need and in the past needs of society will fail of producing the best results. It will be imposed from without instead of growth from within.

Insight into the simple conditions of primitive life fits the children to appreciate the beginnings of civilization. They may in imagination follow a people into a river valley, separated by mountains, deserts or seas from those who would naturally be their enemies and drive them away. There, in a place secure from invasion, the fertile soil will tempt to the pursuit of agriculture, and settled life will lead to the arts of peace. Such a region is that of the Nile where the stone for building gives opportunity for the discovery of new principles in forms of architecture and advanced uses for sculpture and painting. The vast piles of stone are the experiments of an early civilization to express size and power and durability, but their crude builders wasted masses of material without producing anything beautiful. By studying these constructions, we learn the simplest principles of roofing in stone, the false arch and the relieving gable, and are naturally impressed with the want of economy in the use of stone.

Turn to the temples of Egypt, and a wonderful change has marked the builders' art. Columns greet us on every hand. Forests of them lend themselves to vast rooms and wide spaces, needing little material as compared with that employed to construct the King's Chamber in the heart of Cheops. Beauty, too, marks every step of advance. Brilliant color covers every surface. The lotus blooms again on walls and pillars and those designs which are to influence all later historic ornament have started on their wonderful pilgrimage. Surely to one who has tried his own experiments with stone, to one who has made the effort to weave flower forms into suitable patterns to fill a definite space, these attempts of early builders must be full of meaning. The lotus study may train the eye to see in every walk through the streets of our city forms of ornament whose beauty has given inspiration to artists for thousands of years.

The Iliad and Odyssey furnish an introduction to Greek life that makes the children at once at home in Ithaca, among the Phaeacians and in Troy. Interest in physical training aroused through the Phaeacian games may be further developed by showing the serious use made of physical culture in the Spartan boy's education. His school was one almost entirely devoted to gymnastics and by such training he became the brave and willing savior of his country at Thermopylae. The wider culture of the Athenian boy in the two schools, one of

gymnastics and one of music, shows in the service of his country at Marathon and Salamis and also in the Parthenon, which commemorates those victories.

Mediaeval life presents still another form of protection, artificial instead of geographical, made possible by the growth of the arts of defence in the architecture of the castle and the armor of the knight. In the study of this age, the need of protection by law must naturally be forced upon the attention of the children and the analysis of the conditions of our own time may be introduced to them in contrast. Up to this time we have not touched upon questions of government except incidentally. The children are, we believe, most interested in industrial conditions, and they take their own relations to their fellows for granted. Their discipline is the result of normal work and relations of service to each other in the school community. After five or six years of such work in school as enables them to realize conditions of people developing under a variety of circumstances the inventions and arts of civilization, they begin to analyze the relations of people in the social world and their own relations in the school. Perhaps they form rules for the government of the school and elect officers for the execution of these rules. They will then appreciate the conditions of people who, having tried self-government, were restrained from its exercise by their king, and so were willing to leave their country and venture the hardships of the New World. Let them trace the growth of the colonies under their different geographical conditions, and the result of these conditions upon their industrial and social life. Let experiments in self-government be appreciated through the formation of Town and County meetings in the school government, and discussion not only of school room questions, but also of the same questions that were discussed by the colonists. Trace the struggle to preserve self-government and the formation of the Union by the same methods of actual participation in the formation of institutions and discussion of principles. Long previous training in seeing conditions and reaching conclusions in industrial affairs will make the evolution of government now a vital experience, not something to be remembered only.

The ideal of the course of history that I have tried to outline is that of giving the individual the consciousness of his own powers and the habit of using these powers in the service of the whole.

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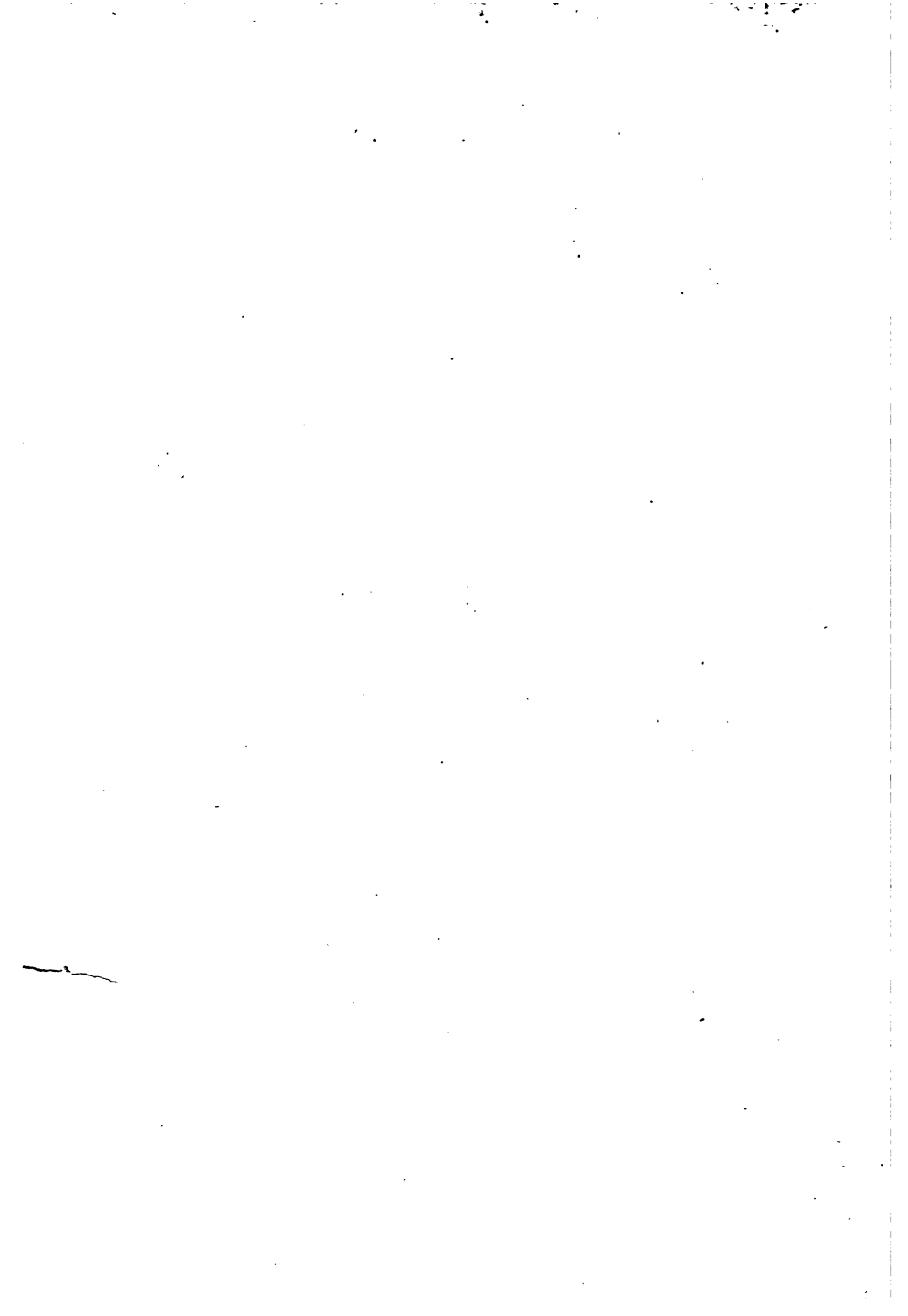


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